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This second volume (SP 001 927 is the first volume) contains a list of 818 educational specifications for the development of a comprehensive program of elementary teacher education, as compiled by a consortium of the 12 State Universities of Ohio with support from several cooperating school districts. An introductory chapter delineates the assumptions on which the proposed program is based, generally describes the development of the specifications, and explains their organization. The specifications, each of them concerned with implementing a behavioral objective, are presented in five groups, one for each educational context considered of major importance to the formulation of a teacher education program: instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research. Each group is then divided into a number of major subject areas which, in turn, are divided into topics. The specifications under each topic include (1) behavioral objectives (and designation of the target population to which it can be applied), (2) the treatment needed to accomplish each objective, (3) materials required (both general types and major published sources) (4) techniques to be used in evaluating the accomplishment of the objective. Supplementary bibliographies are included for each major subject area. ED 018 677 summarizes the nine models. (SG)

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FINAL REPORT

Project Number: RFP OE-68-4
Contract Number: OEC-0-8-089026-3310 (010)

BR-OE

Educational Specifications for a Comprehensive Elementary Teacher Education Program

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Volume II
The Specifications

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

PROJECT NUMBER RFP OE-68-4

CONTRACT NUMBER OEC-0-8-089026-3310 (010)

EDUCATIONAL SPECIFICATIONS
FOR A
COMPREHENSIVE ELEMENTARY TEACHER EDUCATION PROGRAM

VOLUME II

THE SPECIFICATIONS

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October 31, 1968

The research reported [redacted] contract with the Office of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

PREFACE

The acknowledgements for Volume II have been made in the Preface for Volume I. They need not be repeated, but the project director and staff wish again to thank the many persons who aided this undertaking.

The decision to produce the third chapter of the report in a separate volume was made to aid the users of the specifications and to accommodate a mass of material too large for a single volume. In the pages which follow, the reader will find a complete compilation of all educational specifications produced in the project. Thus, Volume II has some of the characteristics of a taxonomy of educational specifications. Users can readily refer to the specifications they wish to examine through the organization of them provided. Specifications are not only numbered but listed by context, subject, and topic, with the specific numerals of specifications for each of these divisions available. The location of each specification is relatively easy to determine and once located can be readily found in the text of Volume II.

Volume I of this report concerns itself with the process of beginning and completing the project, the ordering of specifications into six comprehensive training programs or models for six target populations, and the evaluation-feedback-management systems for implementing the specifications. The use of one volume of the report requires a consideration of the other. Both volumes are meant to be used in conjunction with each other. However, this does not prevent the separate use of Volume II.

The project staff hopes that the following pages contribute to organizing and implementing better teacher education programs.

Project Staff
October 31, 1968

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Volume II

EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE ELEMENTARY TEACHER EDUCATION PROGRAM

A consortium of the twelve State Universities of Ohio with support from several cooperating public school districts has been engaged for approximately a year in an effort to develop a better, more relevant, more effective program of elementary teacher education. This volume contains tangible results of that effort--a list of 818 educational specifications. Because of the obvious difficulty of handling a report of this size, these specifications are published separately from the complete project report as Volume II. This volume, therefore, is both part and whole. It is only part of the entire project report (Chapter III), but it is a complete compilation of the specifications sought by the consortium.

Readers of the report will wish to know how the project staff representing the consortium arrived at this product and how to interpret the results presented herein. The first step in interpreting the array of specifications is to consider the assumptions made by the project staff.

Assumptions for a Program of Teacher Education Utilizing These Specifications

Certain assumptions supported these specifications and helped direct the project staff of the consortium throughout the process of designing specifications for a program of teacher education. They are implicit throughout the complete report, but they need to be made explicit at this point in order to serve as a frame of reference for readers of these specifications. An initial assumption was that five conditions of life and education were of major importance and must be considered in the formulation of a program of teacher education. These conditions named "contexts," were:

1. instructional organization,
2. educational technology,
3. contemporary learning-teaching process,
4. societal factors, and
5. research.

This first assumption, that the five contexts must be considered, led to the formulation of additional assumptions as each context was studied in its turn. To illustrate this interrelatedness we begin with the first of the "contexts" and consider each in turn.

Instructional Organization. Any teacher education program based on the specifications secured in this fashion would be orientated to training teachers for a team teaching type of instructional organization. Specifically, the team teaching instructional organization will be designed on the basis of the R & I Unit[1] organization for teaching in a multiunit school. The basic assumption here is that if teachers are going to teach in multiunit organizations, they should receive their corresponding training in connection with this type of organization. The training program also assumes that instruction in the elementary school will not be limited to traditional group activities but that individually guided education or a program of individualization will be developed, and that it is essential for the teacher to have proficiency in dealing with such programs. Relative to this, not only is it assumed that teachers will be prepared to provide individually guided education for elementary school pupils, but also that there is a system of individually guided education in the teacher education program, especially those portions dealing with pre-service and in-service populations.

Educational Technology. Another assumption is that the development of technology, specifically as related to education, will have a major impact upon the teaching in the elementary school and, therefore, it is necessary to train teachers accordingly. One consideration, among many related to technology, is that the computer will find increasingly more usage in the elementary classroom, and that teachers should have facility in dealing with computer assisted instruction. Whether or not within a very few years substantial numbers of teachers will, in fact, be heavily involved in computer assisted instruction is irrelevant for the purposes of the specifications. The basic assumption here is that computer assisted instruction, which may take various forms, will be a major force in the elementary school. It merits attention in any teacher education program.

Contemporary Learning-teaching Process. The assumption related to the teaching-learning process is that there now exists a great deal of information about the learning process that is not being effectively incorporated into teacher education programs. The approach used in developing this collection of specifications is behavioral in orientation. What this does is put the emphasis upon the outcome, behavior, and the overt operational procedures and techniques by which a specific behavior can be elicited. Any teacher education program based on these specifications would have this orientation.

Societal Factors. Another assumption underlying the specifications is that each teacher must be keenly aware of cultural differences which may be external to but, nonetheless, have an effect upon the educational setting. The generally traditional approach of training all teachers with a single, middle class, highly structured orientation to the learner is no longer feasible in a multi-cultural and dynamic society. Therefore, the specifications put considerable emphasis on preparing the teacher to deal with cultural and societal factors which are extraneous to the usual classroom learning situation.

Research. The identification of research as a context by itself was motivated by the assumption that if teacher education as a field and teacher education programs specifically are to be viable, dynamic and effective, it is necessary that research findings and techniques be utilized both in the program and by the teacher after completing the program. Rather than a traditional, a priori approach to teaching and teacher education, the specifications reflect a more empirical and research oriented approach. A teacher educator who operationally ignores research findings would be out-of-place within a program based on these specifications.

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[1] A conception of team teaching termed Research and Instruction Units (R & I Units) developed by the Wisconsin Research and Development Center For Cognitive Learning.

Multi-activity Program. The preceding assumptions are related specifically to the five contexts mentioned earlier. Other assumptions also underlie the specifications. For example, the reader will find very little reference to specific course work in the specifications. This does not mean that the teacher education program based on these specifications would be completely lacking in course work. It does, however, mean that the basic approach to training teachers will be through a multi-activity type program. It is assumed that the teacher will find a variety of experiences in the training program, and as model programs are developed, certain specifications might be met in more than one way. Essentially a work-study, practicum-experience, content-training, combination approach underlies the specifications. Any part or component of a model program based on the specifications would be included in the program for a definite functional or content reason.

Public School Involvement. Another assumption relative to the basic approach to training teachers is that there will be considerable involvement of the public schools as the physical facility for a substantial part of the training. The specifications cannot be operationally implemented by a university or college with no public (or private) elementary school involvement. The assumption is that public schools and universities can put forth a cooperative and coordinated effort. To some extent this approach would parallel present cooperation between medical schools and selected hospitals in the training of medical doctors.

In-service Programs Needed. The question might be raised, "Who is assumed to be qualified to participate in programs developed from these specifications?" Specific selection criteria might apply for entrance in pre-service programs and those for teacher aides. The basic assumption for in-service programs of any type, including those for administrators, is that they are applicable to the present populations. For example, the one qualification for participation in an in-service program is to be a certified teacher or administrator. This does not mean that selective retention and dropout are precluded after entry to a program. Each program will have its own inherent requirements to be met, as established by the implementing institution.

College and University Personnel Involved. Some general assumptions also exist relative to the college and university personnel who will be involved in the preparation of teachers. One is that present staffs must serve as a starting point, but that considerable re-education and additional training will be necessary for many. Considerably more specialists in research and development and technology will be required as implementation of programs becomes more extensive. Traditional departmental organizations and within-college structure may require modification. We are assuming that the program should be adjusted to present structures if the recommended structure introduces extensive problems.

Specifications were not developed for training specialists such as subject area supervisors and guidance counselors. The asumption is that such programs are best considered in the realm of graduate work leading to advanced degrees. No assumptions about the acquisition of advanced degrees are included in these specifications. If an implementing institution decided that a particular program, as based on these specifications, met the requirements for an advanced degree, it could offer such a degree at its option. It is assumed that the teacher would participate in a program of continuing education after entry into the teaching profession. Such continuing education would be dictated by the needs at that time and would undoubtedly undergo continuous revision with the passing of time.

Length of Programs. The length of teacher education programs based on these specifications could vary considerably with the type and implementation of the program. However, it is assumed that the present structure could be used as a starting point. For example, for purposes of initial implementation, the specifications for pre-service teacher candidates could be put into a four-year program. However, an institution might want to deviate from traditional time schedules; such flexibility is assumed for the specifications. It is further assumed that the length of time any candidate remains in a program based on these specifications is totally dependent on the individual capacity and ability of the individual to meet the requirements of the program.

Feedback and Change. Finally, it is assumed that these specifications are not "forever" the last word in teacher training. The procedures for implementing specifications will include a self-correcting and "bringing-up-to-date" aspect so that teacher education can become a changing instead of a static process. Not a process which changes for the sake of change but for program improvement. As an assumption with immediate application, it is assumed that the reader will consider the specifications with these assumptions in mind.

The Specifications

The Process. The specifications are the result of a carefully planned process. The project staff first obtained a statement of general goals for the program and at about the same time recruited an international steering committee distinguished in the several competencies which bear upon a program of teacher education. These goals and the advice of the steering committee, the consortium, various consultants, and the project staff were the input for the formulation of over 2,000 behavioral objectives, of which slightly more than 1400 are used in this volume.

The behavioral objectives were generated with due regard for the broad goals, the important conditioning contexts, and the several target populations--pre-service teachers (pre-school-kindergarten and elementary, grades 1-8), in-service teachers, adminstrative and supportive personnel (elementary school principals-supervisors and para-professionals-aides), and college and university personnel. The objectives were then each studied by staff and consultants to produce the educational specifications which are the subject of this part of the report. A complete account of the process for developing educational specifications will be found in Volume I, Chapter II.

Terminology. So much for the highly condensed account of the source of educational specifications. The specification itself consists of an objective or objectives together with the treatment suggested to accomplish the objective, the materials required, and a description of how to evaluate the accomplishment of the objective. A specification concerns itself with a plan or method of carrying out or implementing a behavioral objective or a related group of objectives.

The precise elements of each specification follow in the order in which they appear in the specification:

(1) Behavioral Objectives:

Context:

Major Subject Area:

Topic:

Target Population.[2]

Behavioral Objectives: (one or more)

(2) Treatment:

In this section sufficient detail is included so that readers can understand how the objective(s) is/are to be accomplished. Writers were directed to be as brief as possible, consistent with clarity.

(3) Materials:

Both the general type of materials required and a major published source relating to the specifications are supplied.

(4) Evaluation:

The specific evaluation techniques to be employed are indicated.

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[2] The following abbreviations are used in the specifications for indicating target populations to which each specfcation can be applied:

Pre-S.	--	Pre-Service Teachers, Pre-School and Kindergarten.
Elem.	--	Pre-Service Teachers, Elementary, Grades 1-8.
In-S.	--	In-Service Teachers.
C/U	--	College and University Personnel.
Admin.	--	Administrative Personnel (Elementary School Principals and Supervisors).
Supp.	--	Supportive Personnel (Para-professionals and aides).

General Guidelines for Specifications. The following guidelines were furnished to all specification writers in a manual prepared by the project staff. They are quoted as they appeared in the manual.

(1) "The educational specifications developed will be examples only, as there are myriad approaches to developing specifications for a behavioral objective and all approaches cannot be specified.

(2) "Each specification developed will be exemplary and subject to further refinement. Each specification will demonstrate that the objective concerned can be accomplished.

(3) "The specifications are being written, principally, for a single audience--the teacher educator or the person who will develop the teacher education program.

(4) "In regard to the amount of detail to be supplied, the idea is not to provide in the specification a broad, general direction nor a highly specific, narrow treatment. Rather, each specification should provide an example of a succinct and consistent approach to the objective which is clear and practicable. Specifics then possible in this project can be left to future program planners.

(5) "Although time is usually considered a part of any educational specification, it need not be indicated by the specification writer. Time modules will be considered for the final models produced from the project. Individual specification writers should keep in mind that each specification developed should be capable of accomplishment within a reasonable time period, usually not to exceed several hours.

(6) "The number of behavioral objectives in the project will be about 2000. The number of educational specifications to be produced could also be as large. Thus, each specification writer is asked to limit each specification, including objective, to not more than a half page, single-spaced. If more than one objective is listed for specification development more than a half page can be utilized.

(7) "The specifications will be coded by the project staff using a coding system for each of the four parts of a specification. The coding system is not as yet complete but the following section (in the Manual for Specification Writers) suggests current staff thinking on the subject for treatment, materials, and evaluation. This information may be helpful to specification writers. A tentative coding system has been prepared. Writers are not restricted to using the terms listed in the code but familiarity with the terms should result in better specification writing. If writers attempt to express themselves, whenever appropriate, in the language of the code, the time and effort of those coding specifications can be used to best advantage."[3]

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[3] Manual For Specification Writers, Toledo, Ohio: Research Foundation, University of Toledo, 1968. (Multilithed)

Another guideline for specifications which did not appear in the Manual For Specification Writers but was conveyed to those working on specifications concerned the multiple use of behavioral objectives in one specification. An extensive and many-faceted teacher education program which attempts to attain a reasonable measure of comprehensiveness involves a variety of materials, techniques, procedures, and treatments. With this in mind, the development of specifications procedurally followed the axiom that program components took precedence over format. However, the consistency of format was enhanced as much as possible without damaging any potential program. An illustration of this point was the consideration of which behavioral objectives to include in specifications. For the most part, any single behavioral objective appears in only one specification. An exception to this will be observed in the context Instructional Organization, especially in the subject areas dealing with training for instruction and the multiunit organization. Many of the behavioral objectives in these areas are "long-term" in nature. Meeting such objectives involved different treatments, administered at different times, and designed to meet the same or different combinations of objectives. In order to enhance continuity and avoid program fragmentation, it seemed best to re-use various combinations of the objectives dealing with these areas in particular specifications. The reader will note the occasional multiple use of behavioral objectives for the development of specifications in the context of Instructional Organization.

Recording the Specifications on IBM Cards--Coding. The general guidelines referred to a coding process. The utility of coding is repeatedly demonstrated in Volume I, Chapter IV of the report, but some details of the process must be provided here to aid in the interpretation of the volume of specifications.

The specifications as presented provide a great deal of information. In order to summarize and synthesize information adequately and utilize the specifications for model programs efficiently, it was decided to code the specifications and the information they contain on IBM cards. This made possible the use of a computer to secure quickly the identification of desired specifications as well as to provide summaries of information. In order to secure all the detailed information, it is, of course, necessary to read the entire specification. However, as will be illustrated in Volume I, Chapter IV, the use of the card deck of specifications is very helpful for the initial steps in securing composite specifications for model programs.

Each specification was recorded on two IBM cards. The information contained on the cards was defined by the following code. (Any columns not listed were blank)

Card	Columns	
1	1-4	Identifying number of the specification. The first digit indicates the context to which the specification belongs (see the summary of specifications by identifying numbers).
1	6	Number of the card (1 or 2).
1	8	Number of the major subject area within the context.

Card	Columns	
1	9-10	Number of the topic within the subject area.
1	11-16	Population to which the specification applies--a 1 indicating it applies, a 0 indicates it does not apply. Populations were in the following order: pre-service (elementary), in-service, administrative, supportive, college and university, pre-service (pre-school).
1	18-19	Number of behavioral objectives in the specification.
1	21-31	Treatment, eleven possible types, coded 1 or 0.
1	41-54	Evaluation, 14 possible types, coded 1 or 0.
1	61-80	Materials, coded 1 or 0.
2	1-20	Repeat of information on card 1.
2	21-68	Materials continued giving 68 possible types.
2	71-72	Major source by number from the corresponding bibliography.

The possible types of treatments, materials, and evaluation techniques which were coded were as follows:

Treatments

1. Cooperative activity (included--planning, developing, evaluating, organizing, consulting, exchanging).

2. Demonstration (included--exhibiting, constructing, modeling, applying, drawing-painting).

3. Direct experience (included--discovery, experimentation, investigation-exploration, micro-teaching, laboratory).

4. Discussion (included--questioning, describing, reciting, panel-symposium).

5. Individual study (included--reading, individual assignment, drill).

6. Observation (included--field trips, video-taping, interviewing, measuring, testing, recording).

7. Simulation (included--contrived experience, role-playing, dramatization, reconstructing).

8. Skill development (included--writing, symbolizing, verbalizing, summarizing, generalizing, operation of equipment).

9. Telling (included--lecture, speech-address, reporting, storytelling).

10. No suggested treatment.

11. Other treatments (not included above).

Materials

1. Audio-visual materials (included--diorama, filmstrip, microfilm-microfiche, mock-up, model, motion picture, pictures, projection equipment-projectors, screen, radio, realia, recording devices, sign, slide, sound equipment, stereograph, tachistoscope, telephone, television, transparency).

2. Books (included--textbooks, non-library reference books, supplementary sources, booklets).

3. Printed materials other than books (included--cartoon, catalogue, diagram, notebook, school publication, source material, work-book).

4. Library materials (included--library book and reference collections, magazines, newspapers, periodicals).

5. Standard multiunit materials (included--bulletin board, chalkboard, chart, drill device, feltboard, globe graph, map).

6. Resource materials (included--field trip, museum).

7. Laboratory materials (included--demonstration, display device, dramatic properties, duplicator, exhibit, experiment, game, special purpose laboratory, lettering device, object, optical instrument, photography equipment, presentation device, specimen, toy, typewriter).

8. Programmed materials (included--programmed learning device).

9. Computer (included--computer, information storage and retrieval system).

10. Tests (included--test materials).

11. No suggested materials.

12. Other materials.

Evaluation Techniques

1. Conferences.
2. Cumulative records.
3. Demonstration.
4. Examinations--teacher made and standardized.
5. Interviews.
6. Observation.
7. Operation--performance.
8. Questionnaire techniques.
9. Reports--oral and written.
10. Self-appraisal (included rating scales).
11. Socio-metric techniques.
12. Special assignments and exercises.
13. No suggested evaluation techniques.
14. No evaluation techniques.

Organization of Specifications

A final task confronting project personnel was the way of ordering behavioral specifications. They could be presented according to the numerical order of the specifications. They could be grouped and regrouped according to target populations similar to the way they are used in Chapter IV, Volume I of the project report. These and other possible systems all had much to commend them. The decision was finally made to present the specifications according to the logical development of content in each of the five contexts. This decision was based on two conditions:

1. This was similar to the way in which the behavioral objectives were first arranged.
2. A content arrangement would be more understandable to users of this report not yet familiar with the range of capabilities of the specifications.

Accordingly, the specifications are presented in this document in five groups, one for each context. Within the groups they are divided into a number of major subject areas. Within each major subject area they are further divided according to the various topical divisions (topics) of the subject area. This is the scheme for presenting the entire population of specifications. Each context is preceded by an outline of the divisions described together with the numerals of the specifications assigned to the subject and topic areas.

Summary

Readers are now familiar with the process for arriving at specifications and with the general contents of a specification. Additional interpretive material will be found in Volume I containing the other chapters of the report. It should be pointed out again that these specifications as a whole constitute an exemplary though not the ideal program. Although the program can stand as an entity, it is not intended to rule out the possible inclusion of other subjects and other topics important to teacher education. It does represent one strategy for making an immediate impact upon all of the principal participants in a program of teacher education. This program represents an attempt to avoid rigidity, to provide prescription with flexibility, and it is not intended that the treatments, materials, and evaluations should remain the same. Hopefully the program should become self-renewing and constantly _becoming_ an outstanding program even though at any one point in time the specifications and associated elements in _being_ should be relevant and effective.

Users of this report are reminded also that there are more means of accomplishing the goals and objectives of the program than could ever be set down in the most comprehensive of specifications and programs. This is an account of one approach which is, even as published, out of date in some respects and in a process of change. John Dewey taught us that the "solution" of one problematic situation only leads to the identification and need to encounter another problem at another level. This is the use to which these specifications should contribute.

EDUCATIONAL

SPECIFICATIONS

FOR

INSTRUCTIONAL ORGANIZATION

CONTEXT--INSTRUCTIONAL ORGANIZATION

Major Subject Areas:			Specification Numbers:
1.	Necessary Training for Instruction		1062-1141, 1145-1171
	Topics:	1. General Education	1062
		2. Curriculum Development and Evaluation	1063-1065
		3. Academic Disciplines and Skills--Methodology	1066-1137
		4. Evaluation Techniques for Multi-sized Group Instruction	1138-1141
		5. Curriculum Techniques for Multi-sized Group Instruction	1145-1152
		6. The Administration of Individually Guided Education	1153-1155
		7. Internship	1156-1171
2.	Necessary Training for Research and Development		1001-1061
	Topics:	1. Types of Research and Formulation of Problem Statement and Hypotheses	1001-1007, 1041-1044
		2. Experimental Design and Implementation	1008-1019, 1035, 1045-1048
		3. Statistical Analysis of Experimental Data and Interpretation of Results	1020-1021, 1049-1051, 1061
		4. Testing and Development	1022-1030, 1052-1055
		5. Development-Based Research	1031-1034, 1036-1040, 1056-1060
3.	Multiunit Organization and Individually Guided Education		1172-1177, 1179-1224, 1226-1229
	Topics:	1. The Context of American Public Education	1172
		2. Organizational Structure and Functions.	1173-1177, 1179-1187
		3. Roles and Responsibilities	1188-1194
		4. Combination: Organizational Structure and Functions--Roles and Responsibilities	1195-1215
		5. Basic Pattern of the Multiunit Elementary School	1216
		6. Pupil Behavior	1217-1218
		7. Qualifications of the Teacher Aide	1219
		8. Functions of the Teacher Aide	1220-1224
		9. The Role of the Parent	1226-1228
		10. Organization of the Environment	1229

NECESSARY TRAINING FOR INSTRUCTION

Number: 1062 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: General Education

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

The student will at the end of his training demonstrate mastery in the following fields of general education:

a. English-language arts
b. mathematics
c. social studies
d. sciences
e. psychology
f. creative arts (art and music)
g. health and physical education.

Treatment:

The student will meet the general education requirements as stated in the current college or university bulletin, with particular attention to any stated in a college of education bulletin.

Materials:

Bulletins of the universities and colleges or divisions of education.

Evaluation:

Successful completion of the sequence of general education experiences and examinations.

Number: 1063 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Development and Evaluation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 4

(1) The student will survey the influences which shape and determine the total school curriculum, including:

a. the demands of the nation, particularly with respect to developing technology, industry and commerce, and international competition

b. the demands of the locality, particularly with respect to local employment patterns

c. the demands of parents, particularly with respect to attitudes towards further education, occupational ambitions and social prestige

d. the needs of the pupil, particularly with respect to the full development of his potentialities.

(2) The student will consider and critically survey the problems of curriculum changes in the elementary school, with particular reference to the influence of:

a. custom and tradition

b. the demands of secondary education

c. the requirements of institutions of higher education.

(3) The student will demonstrate his ability in his area of specialization to utilize principles of curriculum development in the selection of elements to be studied by pupils taking into consideration the following:

a. the pupils' level, needs and interests

b. the needs of the society

c. the nature of the content.

(4) The student will demonstrate his ability in his area of specialization to utilize principles of curriculum development in the selection of elements to be studied by students taking into consideration the following:

a. the students' level, needs, and interests

b. the needs of the society

c. the nature of the content.

Treatment:

Readings will be assigned in various source books to provide the student with background knowledge to achieve the objectives. Discussion of this knowledge will occur between students and instructors.

Materials:

Ausubel, D. P. "Crucial Psychological Issues in the Objectives, Organization and Evaluation of Curriculum Reform Movements," Psychology in Schools.
Featherstone, J. "The Primary School Revolution in Britain," The New Republic.
Mager, R. F. Preparing Instructional Objectives.

Evaluation:

Written essay examination.

Number: 1064 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Development and Evaluation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 4

(1) The student will understand the necessity for delineating in detail the aims and objectives of the school as an essential prerequisite for curriculum planning, and the need to specify these objectives in terms of behavioral change.
(2) The student will consider the way in which learning experiences can be formulated in order to achieve the objectives.(1 above) and appreciate that differing curriculum contents can achieve similar objectives.
(3) The student will appreciate that method as well as content is an essential part of the learning experiences (2 above) forming the curriculum.
(4) The student will study Bloom's taxonomy and consider its role in curriculum planning, curriculum development and curriculum evaluation.

Treatment.

The two taxonomies will be discussed by the student and his teacher and examples listed in these volumes will be considered by the student with the aid of the instructional staff.

Materials:

Bloom, B. S. et al. Taxonomy of Educational Objectives: I The Cognitive Domain. Krathwohl, D. R. et al. Taxonomy of Educational Objectives: II The Affective Domain.

Evaluation:

A prepared set of objectives will be classified by the student in terms of behavioral change.

Number: 1065

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Development and Evaluation

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) The student will recognize the necessity to evaluate the success of such learning experiences in achieving the aims and objectives of the curriculum and to appreciate the role of feedback from such evaluation in the process of continuous curriculum development.
(2) The student will choose one unit of the elementary school curriculum ("unit" to be defined as the area of his subject specialization) and:
a. justify its place in the curriculum

b. work out the aims and objectives (expressed in terms of behavioral change) to which this unit might contribute
c. draft instruments of evaluation which might be used to measure how far such objectives have been achieved.

Treatment:

Each student will in his speciality area evaluate the outcome of a unit of instruction in terms of the objectives and aims of the unit and then plan the next unit in regard to the evaluation.

Materials:

Furst, E. J. Constructing Evaluation Instruments. Scriven, M. "The Methodology of Evaluation." Perspectives of Curriculum Evaluation. AERA Monograph Series.

Evaluation:

Instructor observation of the extent to which the student was able to evaluate the aims and objectives of the unit and the extent he was able to use this evaluation for further planning.

Number: 1066 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (General)

Target Population; Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate basic instructional competence in each of the following (academic disciplines) areas of specialization required in the multiunit organization of the elementary school:
a. reading and other language arts
b. mathematics
c. science
d. social studies.

Treatment:

The student will be required to take methodology work in the four academic disciplines in addition to the general education requirements.

Materials:

Instructional materials as designated by each of the four academic disciplines.

Evaluation:

Successful completion of the experiences required and examinations taken.

Number: 1067 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (General)

Target Population: Elem., In-S., C/U

Behavioral Objectives: 1

The student will satisfy the requirements for competence in a single area of specialization in an academic discipline by demonstrating mastery in one of the academic disciplines.

Treatment:

Seminars will be conducted by faculty members from the student's area of academic specialization and from the professional college or department of education. The faculty team's approach will help the student understand how a body of content can be related to instruction in the elementary school.

Materials:

Filmstrips, overhead projector, blackboard, textbooks, resource books and various supplementary teaching aids and models that pertain to a particular area of specialization.

Evaluation:

Analysis of student's ability to apply his knowledge in a student teaching or intern assignment in an elementary classroom.

Number: 1068 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (General)

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

The student will demonstrate competence in professional training by earning a portion of his college credits in a background of training in the methodologies of instruction. The program includes:

a. content and methods for children's literature and teaching of reading and language arts and mathematics and science arts.

b. workshops, laboratory experiences, and student teaching with elementary students.

c. internship in an elementary school.

Treatment:

As each student acquires content knowledge, he will utilize this knowledge in teaching elementary children. This will be accomplished through micro-teaching, other laboratory experiences, and classroom situations. Further understanding of the student's knowledge would be demonstrated during the internship in an elementary school.

Materials:

Adequate teaching aids to equip a workshop or laboratory, such as overhead projector, television, charts, blackboard, models, films, filmstrips, teaching machines, programed instruction, etc.

Evaluation:

A conference with each student will point out his strengths and weaknesses in his ability to combine methodology and content in an elementary teaching situation.

Number: 1069 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

During a discussion of modern mathematics programs in the elementary school, the student will include the following characteristics:
  a. broadening the scope of the subject matter
  b. emphasizing the structure of the base ten system of numeration
  c. emphasizing learning by discovery
  d. providing for individual differences.

Treatment:

A discussion and exchange of ideas among the team of professors and students will lead to a listing of pertinent characteristics of contemporary modern mathematics programs in the elementary schools.

Materials:

Grossnickle, F.; Brueckner, L.; and Reckzeh, J. Discovering Meanings in Elementary School Mathematics.

Various series of elementary mathematics textbooks used by students in grades K-6 will be examined and discussed by the students.

Evaluation:

A comparison will be made between the list of characteristics made in the class with the list stated in the objective to see that all pertinent characteristics have been listed.

Number: 1070 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will identify the major principles of learning as applied to the teaching of elementary mathematics.

Treatment:

Student will be assigned readings for background in applying the principles of learning to the teaching of elementary mathematics. A list of principles will be reproduced for the student and he will be asked to select those that are pertinent to the teaching of elementary mathematics.

Materials:

Flournoy, F. Elementary School Mathematics. Grossnickle, F. Discovering Meanings in Elementary School Mathematics. Gibney, T. C. and Wickes, E. B. "Mathematics Education, K-8 Considerations in Learning Theory, A Second Look," Educational Comment.

Evaluation:

Essay test based upon objectives. Comparison of the students selected list of principles with the correct list of the instructional team.

Number: 1071 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given the instruction to list methods of presenting subject matter in elementary mathematics, the student will include:

a. using the classroom as a learning situation,
b. learning by discovery, and
c. presenting materials in units.

Treatment:

The student will critique a film produced by the instructional team that will illustrate the (a), (b) and (c) of the above objective. Reading assignments will be made.

Materials:

Children and Their Primary Schools. A Report of the Central Advisory Council for Education (England). Grossnickle, F. Discovering Meanings in Elementary School Mathematics. Scott, L. Trends in Elementary School Mathematics.

Locally produced film.

Evaluation:

Presentation by members of the class of a teaching demonstration using subject matter including (a), (b), and (c) of the above objective with elementary students. Presentation followed with a classroom critique or culminating activity by students and instructors.

Number: 1072 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will describe a teaching unit as it relates to instruction in mathematics in the elementary school.

Treatment:

A member of the instructional team will demonstrate to the students the use of an effective teaching unit after which each student will prepare a teaching unit and demonstrate the effectiveness of the unit in an elementary class.

Materials:

Grossnickle, F. Discovering Meanings in Elementary School Mathematics.

Evaluation:

A checklist evaluation of the unit will be jointly completed by the students and instructional team.

Number: 1073 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given the instruction to list characteristics of meaningful practice in elementary mathematics, the student will include the following:

a. uses real situations,
b. establishes a need to learn,
c. establishes self-directed practice,
d. uses controlled practice sessions, and
e. has reasonable standards of achievement.

Treatment:

A member of the instructional team will lecture to fulfill the objective.

Materials:

Grossnickle, F. Discovering Meanings in Elementary School Mathematics.

Evaluation:

Teacher-made objective test.

Number: 1074 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Elem., In-S., C/U

Behavioral Objectives: 1

The student will select a method of incorporating algebra and geometry into the elementary mathematics program and justify his selection.

Treatment:

The student will be assigned readings to be followed by a panel discussion by a part of the class concerning the change of the name of the subject Arithmetic to Mathematics.

Materials:

Grossnickle, F. Discovering Meanings in Elementary School Mathematics. Brune, I. H. "Same K-6 Geometry," Arithmetic Teacher. LaRoe, R. "Algebraic Concepts for Elementary School," Arithmetic Teacher. Robinson, E. "The Role of Geometry in Elementary School Mathematics," Arithmetic Teacher.

Evaluation:

Quantitative evaluation of the panel by the instructional team.

Number: 1075 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will illustrate techniques and demonstrate the use of instructional materials to be used for remedial and enrichment activities in mathematics.

Treatment:

A group comprised of students and a member of the instructional staff will arrange materials in the mathematics laboratory and demonstrate to the remaining members of the class how these materials can be used with slow and superior learners.

Simulated class sessions with a slow class and a superior class will be conducted within the college class structure.

Materials:

Grossnickle, F. Discovering Meanings in Elementary School Mathematics.
Numerous teaching materials from the mathematics laboratory.

Evaluation:

The class would be divided into groups with each group responsible to prepare a daily lesson plan for either a class of slow learners or a class of superior learners. One member of each group would teach the lesson to an elementary class with the remainder of the group evaluating the session with a prepared check-list.

Number: 1076 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem.

Behavioral Objectives: 2

(1) The student will list some steps to follow in presenting a new procedure in elementary mathematics.

(2) Given the instruction to use steps for Objective 1 in presenting a new procedure in elementary mathematics in a simulated classroom situation, the student will perform the teaching task by:

a. identifying the grade level to be portrayed by the students,
b. preparing a lesson plan, and
c. assembling the required materials.

Treatment:

Each student will be given the written assignment to describe the procedures used in developing a new topic in mathematics suggested by the instructional team and demonstrate these procedures in a lesson plan taught to his peers in a simulated elementary classroom.

Materials:

Grossnickle, F. Discovering Meanings in Elementary School Mathematics.

Evaluation:

Instructor observation and rating of the simulated lesson taught.

Number: 1077 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will demonstrate a familiarity with new programs, materials, and media for teaching mathematics.

Treatment:

The student will examine the textbook and other materials of new mathematics programs; observe classrooms where these materials are being used; and evaluate the effectiveness of the materials in terms of meeting the objectives and aims of the mathematics program.

Materials:

Materials published recently from textbook companies.
Curriculum guides and other resource materials.
Field trips to observe materials being used in a classroom.

Evaluation:

Teacher-made objective tests.

Number: 1078 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will be aware of a systematic procedure for evaluating a mathematics program.

Treatment:

Through a study of the three aspects of an instructional program--the curriculum, the methods of classroom instruction, and the available materials and equipment--the student will design approaches such as subjective ratings of the programs, check-lists, and group discussion to help insure a systematic evaluation of the program.

Materials:

Brueckner, L. J. *Improving the Arithmetic Program*. *Elementary Evaluative Criteria*: Boston University. Grossnickle, F. *Discovering Meanings in Elementary School Mathematics*. Ragan, W. B. *Modern Elementary Curriculum*, 2nd Ed.

Evaluation:

The various evaluation approaches prepared by the student will be evaluated by instructional team personnel in regard to their completeness and practicability.

Number: 1079 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Mathematics)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

Many different kinds of techniques are used to appraise the behavior and characteristics of the learner that are related to mathematics. The student will be knowledgeable of some of these techniques.

Treatment:

The students and instructional team will prepare a table that will be duplicated for the class that will contain a list of learning objectives and the suggested techniques used to evaluate these objectives.

Materials:

Numerous methods books in mathematics education such as Grossnickle, F. Discovering Meaning in Elementary School Mathematics.

Evaluation:

Teacher-made test.

Number: 1080 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., C/U

Behavioral Objectives: 2

(1) The student will describe and list some advantages of the unit approach to teaching science.

(2) The student will select a topic in science and develop a resource unit of ideas to be taught and appropriate activities at a grade level of his choosing.

Treatment:

Students will work in small groups to describe and list advantages of the unit approach and then will examine various materials in Instructional Materials Center of the type indicated below to select ideas and activities in developing a resource unit. Resource units so developed will be presented to the class as a whole for discussion.

Materials:

Carin, A. and Sund, R. B. Teaching Science Through Discovery. Children and Their Primary Schools. A Report of the Central Advisory Council for Education (England). Gega, P. C. Science in Elementary Education.

Hone, E. B.; Joseph, A.; and Victor, E. A Sourcebook for Elementary Science. NSTA. Helping Children Learn Science. Schmidt, V. E. and Rockcastle, V. N. Teaching Science With Everyday Things.

Available films, filmstrips, filmloops, etc., are also to be examined for possible inclusion in the unit.

Evaluation:

Descriptions and lists will be evaluated by instructor for accuracy and adequacy. Resource units will be evaluated by instructor and peers for thoroughness and appropriateness of ideas, activities and preparation.

Number: 1081 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., C/U

Behavioral Objectives: 2

(1) The student will identify that instruction in science in the elementary schools may be:

a. a basic program,
b. correlated with a broad content area, or
c. incidental.

(2) Given the instruction to select an area of scientific information to be taught in the elementary school and to describe how it may be taught using each of the forms listed in objective, the student will write an appropriate description.

Treatment:

Working in small groups, the students will select an area of science and identify the teaching approaches as indicated in objective. The students will then independently describe the teaching of the selected area of science as stated in objective. Working again in small groups, the students will compare, modify, and compile their descriptions to produce a composite which will then be presented to the group for discussion. The film Classrooms in Transition will then be presented and the students will identify the form(s) used in the film.

Materials:

Carin, A. and Sund, R. B. Teaching Science Through Discovery. Gega, P. C. Science in Elementary Education.

16 mm motion picture, Classrooms in Transition (or similar film of science being taught in the elementary school).

Evaluation:

Identification of approaches as indicated in objective will be evaluated by the instructor for accuracy; descriptions will be rated by instructor and peers on the basis of accuracy, appropriateness and effectiveness of each form. Identification of forms used in the film will be evaluated by instructor and students in general discussion.

Number: 1082 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 3

(1) The student will define the following terms as they apply to teaching science in the elementary school:
  a. product method
  b. process method.

(2) The student will list the advantages and disadvantages of the product method and the process method of teaching science in the elementary school.

(3) The student will identify that:
  a. product objectives relate to vocabulary, specific fact, and generalizations, and that
  b. process objectives relate to ability.

Treatment:

Products and processes will be considered in large group discussion; following this, the students will examine materials from AAAS - Science A Process Approach, and view the films Classification and Observation. Upon completion of the reading assignment, the students will be expected to develop the definitions, lists and identifications as stated in the objectives.

Materials:

AAAS - Science A Process Approach. Carin, A. and Sund, R. B. Teaching Science Through Discovery. Gega, P. C. Science in Elementary Education.
16 mm motion pictures, Classification, and Observation.

Evaluation:

Results produced by students will be evaluated by the instructor for adequacy of definitions, knowledge of advantages and disadvantages of methods, and correctness of categorization of objectives.

Number: 1083 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will identify:
  a. the purposes of a background-centered strategy of teaching science, and
  b. the steps in a solution-centered strategy of teaching science.

Treatment:

After completing the reading assignment, students will work in small groups to determine the appropriate strategy of teaching involving hypothetical problems posed by the instructor. Identification of the purposes and steps as stated in the objective are to be indicated by the students.

Materials:

Gega, P. C. *Science in Elementary Education*.

Evaluation:

Selection of appropriate strategy and identification of purposes and steps will be evaluated by the instructor in cooperation with students in small groups.

Number: 1084 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) Given the instruction to list five methods of stimulating thinking in experimental activities, the student will include:
  a. bridging and applying,
  b. use of controls,
  c. use of analogies,
  d. use of substitutions, and
  e. analysis of faulty procedure.

(2) Given the instruction to demonstrate in a simulated classroom situation each of the methods of stimulating thinking in experimental activities listed in Objective 1, the student will select a problem in science, identify the grade level of the pupils, prepare a lesson plan, assemble the materials, and perform the teaching task.

Treatment:

Following large group discussion on the five methods, students will work in small groups to consider the methods with respect to hypothetical problems posed by the instructor. Results of each group's discussion will be presented to and evaluated by the class as a whole. Working in micro-teaching groups, the students will then demonstrate each of the methods as indicated in Objective 2.

Videotape records will be made.

Materials:

Gega, P. C. Science in Elementary Education.

Other materials in Instructional Materials Center should be carefully examined by students for appropriateness--examples:

Hone, E. et al. A Sourcebook for Elementary Science. Schmidt, V. E. and Rockcastle, V. N. Teaching Science With Everyday Things.

Evaluation:

Lists developed by the students will be evaluated in discussion of entire class, demonstration in micro-teaching will be evaluated by instructor and peers on a rating scale, videotape of demonstrations will be analyzed in conference of students and instructor.

Number: 1085 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., C/U

Behavioral Objectives: 1

Given the instruction to perform a practice teaching task by teaching a problem in science using the process method, the student will:

a. prepare the lesson plan,
b. assemble the materials,
c. teach the lesson, and
d. evaluate the results.

Treatment:

Students will work in small groups to carefully review the process method and examine materials from AAAS - Science A Process Approach as well as other possible materials from Instructional Materials Center. Students will meet with instructor as appropriate during the preparation of the lesson. Practice teaching session will be recorded with videotape.

Materials:

AAAS - Science A Process Approach. Carin, A. and Sund, R. B. Teaching Science Through Discovery. Gega, P. C. Science in Elementary Education.

Evaluation:

Videotape record of teaching will be analyzed by student in conference with instructor.

Number: 1086 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will demonstrate a familiarity with new programs, materials, and media for teaching science.

Treatment:

The student will examine new programs, materials, and media designed for science instruction; observe classrooms in which these are used, and participate in trying out various materials, and evaluate their effectiveness in terms of meeting the goals of the science program.

Materials:

Rating sheets for material evaluation. Curriculum guides. Contemporary elementary science textbook series. Contemporary teaching aids.

Evaluation:

Observation. Written evaluations of materials.

Number: 1087 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will know some of the techniques that can be used to appraise the behavioral characteristics of the learner that are related to science.

Treatment:

Assigned reading on evaluation including techniques of evaluating the achievement of various science objectives. Production of a design to evaluate a given situation in science.

Materials:

Bloom, B. S. Taxonomy of Educational Objectives. Green, J. A. Teacher-Made Tests. Stake, R. E. Perspectives of Curriculum Evaluation.

Evaluation:

Written sample of evaluation procedures.

Number: 1088 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will be aware of a systematic procedure for evaluating a science program.

Treatment:

Through a study of the three aspects of an instructional program--the curriculum, the methods of classroom instruction, and the available materials and equipment--the student will design approaches such as subjective ratings of the program, check-lists, etc., to help insure a systematic evaluation of the program.

Materials:

Schmidt, V. E. and Rockcastle, V. N. Teaching Science With Everyday Things.

Various elementary science textbooks, selected curriculum guides patterned after programs such as AAAS-- Science--A Process Approach.

Evaluation:

Written assignment.

Number: 1089 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Science)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will demonstrate techniques and the use of instructional materials to be employed for remedial and enrichment activities in science.

Treatment:

Panels of students numbering four or five will prepare a unit of instruction that is designed for either a remedial or enriched group of students. Contemporary teaching materials will be utilized during the presentation of the unit to the remainder of the college class.

Materials:

Gega, P. C. Science in Elementary Education. Schmidt, V. E. and Rockcastle, V. N. Teaching Science With Everday Things.

Evaluation:

Observation and rating by instructor.

Number: 1090 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) The student will identify the direct goals of social studies as:
- a. humanistic education--helping the child to comprehend his life
- b. citizenship education--preparing the child for social responsibility and participation
- c. intellectual education--introducing the child to the analytical and problem solving skills utilized by social scientists.

(2) The student will identify that instruction in elementary social studies should be centered on:
- a. the pupil's examination of his social world, and
- b. his application of the intellectual tools of the social sciences.

Treatment:

The student will read various materials expressing views of the goals of social studies instruction. Through lecture and class discussion, the instructor and students will synthesize the views into a statement of the goals and purposes of social studies instruction.

Materials:

Dunfee, M. and Sagl, H. Social Studies Through Problem Solving.
Joyce, B. R. Strategies for Elementary Social Science Education.
Current educational journals. Sample curriculum guides.

Evaluation:

Given a selected curriculum guide, students will assign each stated objective to one of the three main categories of social studies goals and identify from the suggested activities and materials those which indicate the emphasis of the program.

Number: 1091 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will identify:
a. what is meant by the term social studies, and
b. the fields of social science that are presented in the elementary social studies program.

Treatment:

The student will familiarize himself through tapes, lectures and supplementary reading materials with current definitions of social studies and determine the fields of social science which contribute content and analytical processes vital to elementary social studies programs.

Materials:

Clements, H.; Fielder, W.; and Tabachnick, B. Social Study: Inquiry in Elementary Classrooms. Department of Elementary School Principals. Focus on the Social Studies. (Speeches recorded on tapes.)

Evaluation:

Given a case study involving problems of social interaction, the student will determine in a written report those aspects of the situation that would draw upon content or process of the various social sciences.

Number: 1092 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 3

(1) The student will describe the rationale for focusing social studies content selection and organization on human group interaction.
(2) The student will list questions that aid in analyzing a topic to identify content that focuses on human groups.
(3) Given the instruction to select an area of study in the social sciences and to prepare an analysis of the area based on the questions in Objective 2, the student will write an appropriate analysis.

Treatment:

The student will critically analyze Bruce R. Joyce's rationale for focusing social studies experiences on group interaction. As a total class, students will apply Bruce R. Joyce's four questions that aid in analyzing a topic to an appropriate topic. Following group activity, each student will select social studies topic from an elementary social studies text or curriculum guide, apply same questions and write an analysis of the topic indicating the nature of the content of the topic that focuses on human relations.

Materials:

Joyce, B. R. Strategies for Elementary Social Science Education.
Elementary social studies texts, curriculum guides.

Evaluation:

Conference centered on the instructor's reaction to students' written report.

Number: 1093 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) The student will define the term "unit" as applied to instruction in the social sciences in the elementary school.

(2) Given the instructions to develop an outline of a teaching unit in social studies, the student will utilize criteria for unit selection and development in preparing the outline.

Treatment:

Class will be organized into three teams for the purpose of determining valid procedures for selecting unit topics and preparing teaching units. Each team will employ one of the following sources:

(1) practicing teachers
(2) sample units
(3) textual discussion of unit development.

The report of each team will be discussed and a composite outline of procedures for unit selection and development will be cooperatively designed. Each will use the composite procedure in selecting a topic and outlining a teaching unit.

Materials:

Rogan, W. B. and McAulay, J. D. Social Studies for Today's Children.
Servey, R. E. Social-Studies Instruction in the Elementary School.
Resource persons.
Sample social studies units.

Evaluation:

Reaction of instructor to team reports and individual student's unit outline.

Number: 1094 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will identify, compare and contrast the characteristics of the following approaches to teaching social studies:

a. expository
b. inquiry or reflective.

Treatment:

Readings, class discussion and videotapes of classroom situations will be utilized in determining the characteristics of each approach. Through analyses of videotaped situations in which each approach was employed, students will compare and contrast the approaches.

Materials:

Massialas, B. G. and Cox, C. B. Inquiry in Social Studies.
Selected videotapes.

Evaluation:

Students will analyze a videotaped teaching situation identifying those elements which are unique to one approach and those elements of technique which are common to both approaches.

Number: 1095 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., C/U

Behavioral Objectives: 1

Given the instruction to demonstrate in a simulated classroom situation an example of the inquiry oriented and expository oriented approaches the student will select a topic, identify grade level, prepare lesson plans demonstrating each approach, assemble the materials and perform the teaching tasks.

Treatment:

Students will be divided into teams, each of which will prepare to teach two lessons (one of each orientation) to the class.

Materials:

Sources and materials used and developed in conjunction with objectives on Social Studies. Audio-visual and printed materials selected for use in the simulated situations.

Evaluation:

Peer and instructor reactions to peer teaching.

Number: 1096 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will demonstrate a familiarity with new programs, materials and media for teaching social studies.

Treatment:

The student will examine new programs, materials and media designed for social studies instruction; observe classrooms in which these are used; participate in trying out various materials; and evaluate their effectiveness in terms of meeting the goals of the social studies program.

Materials:

Newly published materials, selected innovative curriculum guides, rating sheets for material evaluation, field trips and resource materials concerned with the goals of elementary social studies.

Evaluation:

Teacher-made tests, observation written reports.

Number: 1097 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate techniques and the use of instructional materials to be employed for remedial and enrichment activities in social studies.

Treatment:

Given descriptions of classroom situations indicating the range of abilities and interests, and the nature of social studies unit in progress, the students in groups of four to five will observe the classroom described and in conjunction with the team leader and staff prepare and assist in the carrying out of instructional plan for a group of pupils requiring remedial instruction and a group designated for enrichment activities.

Materials:

Appropriate methods books concerning remedial and enrichment activities. Various elementary instructional materials, resource persons.

Evaluation:

Observation, written plans, self appraisal.

Number: 1098 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will be aware of a systematic program evaluating a social studies program.

Treatment:

Through a study of the three aspects of an instructional program--the curriculum, the methods of classroom instruction, and the available materials and equipment--the student will design approaches such as subjective ratings of the program, check-lists, etc., to help insure a systematic evaluation of the program.

Materials:

National Council for the Social Studies. A Guide to Content in the Social Studies. Preston, R. C. Teaching Social Studies in the Elementary School. Rogan, W. B. and McAulay, J. D. Social Studies for Today's Children.

Evaluation:

Teacher-made tests and written procedures.

Number: 1099 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Social Studies)

Target Population: Pre-S., Elem., In-S. Supp.

Behavioral Objectives: 1

The student will be knowledgeable of the various techniques that can be used to appraise the behavioral characteristics of the learner that are [illegible] related to social studies.

Treatment:

The student will read relevant material on evaluation; interview designated resource persons regarding techniques of evaluating the achievement of various social studies objectives and design sample procedures for evaluating in a given situation (case reports).

Materials:

Green, J. A. Teacher-Made Tests. Joyce, B. R. Strategies for Elementary Social Science Education. Taba, H. and others. Diagnosing Human Relations Needs.

Resource persons, sample evaluation instruments, case reports.

Evaluation:

Teacher-made tests, written sample evaluation procedures.

Number: 1100 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate that he understands the interrelationships among the following areas of language arts:

a. speaking,
b. listening,
c. writing,
d. reading,
e. spelling and phonics, and
f. grammar.

Treatment:

The student will read about and become familiar with the concept of using children's own experiences and language as bases for instruction in listening, speaking, writing, reading, spelling and phonics, and grammar. They will view films and simulated teaching situations in which teachers are taking dictation from children's talking and using these in the initial teaching of sight vocabulary, phonics and spelling, and sentence development. The instructor will acquaint students with such ways of encouraging talking as walks around the school, excursions into the community, reading aloud from children's books and relating the stories to experiences of children, and talking about special events, current happenings and natural phenomena, films, pictures, and transparencies. Sound and spelling relationships and the nature of snytax and lexicography will be discussed and related to children's own language.

Materials:

Children and Their Primary Schools. A Report of the Central Advisory Council for Education (England). Heilman, A. Phonics in Proper Prospective. LeFeure, C. Linguistics and Reading. Van Allen, R. Learning to Read Through Experiences. Veatch, J. Reading in the Elementary School.

Film--Language Experiences and Reading.

Various children's books of prose and poetry. Picture sets and collections. Overhead projector and transparencies. Tape recorder.

Evaluation:

Each student will work with a group of from five to eight children.

(1) to encourage talking,
(2) to take dictation from children's talking and develop a story,
(3) to teach sight vocabulary from this material,
(4) to teach a specific phoneme or sound and spelling relationship, from the material developed from children's language,
(5) or to develop and expand the children's sentence sense.

Students will review with the class the work they developed with the children.

Number: 1101 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given the instruction to describe the position of the language arts in the school curriculum, the student will demonstrate an understanding that the language arts can be taught both directly and indirectly and as a means of expression, not just as a specific subject.

Treatment:

The instructor will demonstrate comparisons between language arts instruction which is centered around the experiences, interest, and developmental language needs of children and instruction which is textbook oriented. Students will examine papers written by children concerning their specific interests and feelings and papers written about an assigned topic to discover differences in how youngsters approach and identify with these differing types of language activities. The written work and oral language of children will be analyzed by students to acquire techniques of identifying specific areas of strengths and weaknesses. Students will read about and become familiar with a developmental sequence of language skills and the instructor will demonstrate how to focus instruction upon those skills which individual children and small groups lack through role playing, students will acquire competency in grouping the class to facilitate the matching of instruction to the specific needs of each child.

Materials:

Anderson, P. Teaching Elementary School Language Arts. Children in Their Primary Schools. A Report of the Central Advisory Council for Education (England). Strickland, R. Language Arts in the Elementary School.

Sample textbooks series in elementary school language arts. Tape recorder and recordings of children's language. Children's paper and overhead transparencies of children's written work.

Evaluation:

Each student will list in a sequence the developmental language tasks necessary for effective oral and written expression. Each student will then examine several papers written by a child and listen to his oral language on tape and will identify the specific weaknesses around which instruction should be focused for this child.

Given an exemplary record of the specific strengths and weakenesses of each of thirty children in a classroom, the student will show how he would group this class for a one week period of language arts instruction. Each student will list a number of ways to encourage children to talk and write.

Number: 1102 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given the instruction to describe the relation between language skills and pupil behavior, the student will write an appropriate statement.

Treatment:

The student will review research concerning the relationship between language development and the development of self concept, and the relationship between self concept and pupil behavior. From research findings, the student should arrive at an understanding that all behavior is caused. Through role playing techniques, students will experience situations in which they cannot succeed due to lack of language facility in order to gain empathy for children with language handicaps. The instructor will emphasize the importance of feelings to the learning process and the critical nature of self concept. Students will listen to taped interviews in which children who have been labeled behavior problems discuss with a guidance counsellor their feelings and attitudes toward school. The instructor will lead students to an understanding of the results of instruction that is mismatched to the specific language needs and abilities of children and of the critical importance of diagnosis at the beginning of each year.

Materials:

ASCD. Behaving, Perceiving, Becoming. Jersild, A. When Teachers Free Themselves. Strickland. Language Arts in the Elementary School.

Taped recordings of interviews with children who have been labeled behavior problems.

Evaluation:

The student writes a statement indicating his understanding of the relationships between self concept and pupil behavior and between language development and self concept. He will suggest methods of helping children develop positive images by providing language experiences in which each child can succeed and which are relevant to his life experiences.

Number: 1103 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will identify that teaching in language arts should be:

a. related to use and, therefore, relevant to his life experiences, interests, and aspirations, and

b. conducted in a classroom organized around purposeful activities.

Treatment:

Students in a class situation will list such daily life activities in which language is used as conversation, discussion, letter writing, note taking, reporting, and creative expression. The activities will be listed in the order of frequency of use in daily life situations. The class will then be dividied into groups of four to five students. Each group will examine current elementary language arts textbooks to determine if such textbooks focus instruction upon language activities most frequently used by children and develop skills to carry out those activities effectively.

The student will read about and become familiar with:

(1) various meaningful experiences in the content areas which require children using language skills, and

(2) activities to arouse children's interests and desires to express their thoughts esthetically.

The instructor will demonstrate techniques of grouping those children who lack competency in a particular skill that is needed to carry out an activity.

Materials:

Anderson, P. Language Skills in Elementary Education. Applegate, M. Easy in English. Children and Their Primary Schools. A Report of the Central Advisory Council for Education (England). Strickland, R. Language Arts in the Elementary School.

Evaluation:

The student will select an activity from the list developed in class and prepare a lesson to carry out this activity in a situation that is relevant to children's experiences. The lesson will be presented to the class who will evaluate it in terms of interest and relevance to children. The instructors will describe a class situation in which there is a wide range of abilities and ask the student to indicate how he would group children to teach specific skills arising out of this activity.

Number: 1104 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate competency in matching instruction to strengths and weaknesses unique to each child in the following areas of language arts:

a. speaking and listening,
b. reading,
c. phonic and spelling,
d. handwriting,
e. grammar, usage, and punctuation, and
f. written composition.

Treatment:

The instructor will demonstrate and discuss techniques of diagnosing individual pupil strengths and weaknesses in each of the language arts areas. Students will listen to simulated situations in which students are engaging in such oral activities as reading aloud and conversing in order to practice identifying specific weaknesses of a child in oral expression. They will examine samples of children's papers to ascertain specific deficiencies in written expression and handwriting. From the diagnostic findings in a simulated situation, each student will prepare a lesson plan which will focus upon teaching skills needed by individual children and small groups of youngsters.

Materials:

Strickland, R. *Language Arts in the Elementary School*. Veatch, J. *Reading in the Elementary School*.

Recorded tapes of children's oral language activities. Transparent overlays of children's written work.

Diagnostic tests such as *Durrell's Diagnostic Test of Reading Difficulties*, the *Botel Test*, and the *Gray Oral Reading Test*.

Evaluation:

The student will listen to tape recordings of a child's oral language and examine the written work of the same child. From a developmental list of oral and written language skills, he will identify specific strengths and weaknesses of this child and will indicate the types of instruction that will match the child's specific abilities. The student will present a lesson plan to the class accompanied by a listing of the child's strengths and weaknesses for evaluation in terms of the degree of match to need.

Number: 1105 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Phonics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will indicate that he understands the content of and the place of phonics instruction in the total language arts program.

Treatment:

The student will read about and become familiar with a developmental sequence of phonics instruction. The utility of a number of phonics generalizations will be discussed by the instructor and students. Students will become familiar with a variety of options for spelling a specific phoneme.

Materials:

Gans, R. Fact and Fiction About Phonics Instruction. Heilman, A. Phonics in Proper Perspective. LeFeure, C. Linguistics and Reading. Purkin, D. Phonics Instruction.

Evaluation:

The student will prepare a list of a developmental sequence of phonics instruction and indicate all possible options for spelling each of the phonemes listed.

Number: 1106 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Phonics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate competency in diagnosing the specific phonic and spelling weaknesses of each child and using diagnostic findings as a basis for planning instruction for each pupil.

Treatment:

The instructor will demonstrate the use of diagnostic tests and informal procedures for use in identifying specific spelling and phonic weakness of each child. Students will examine sample responses of children to the Botel Test and to informal tests of phonics and spelling ability to identify specific deficiencies. They will practice recording weakness of individual children using various record keeping devices.

Materials:

The Botel Test.
Informal phonics and spelling inventories.
Overlays showing various record keeping devices.

Evaluation:

The student will administer the Botel Test or an informal phonics inventory to a child. He will examine results, record the specific weaknesses and indicate the type of instruction in spelling and phonics needed by that child.

Number: 1107 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Phonics)

Target Population: Pre-S., Elem., C/U

Behavioral Obj[illegible]: 1

The student will prepare a lesson plan describing the specific methodology of teaching the sound-spelling relation at a specific phoneme.

Treatment:

The instructor will stress the importance of auditory discrimination between sounds and will demonstrate techniques of teaching children to make such discriminations. Methods of teaching children to recognize symbols and relate sounds to symbols will be presented by the instructor. Students will become familiar with the substitution principle. Various media and their use in teaching sound-symbol relationships will be examined and evaluated.

Materials:

Heilman, A. Phonics in Proper Perspective. Veatch, J. Reading in the Elementary School.

Tape recordings and transparency overlays which focus upon teaching sound-spelling relationships.

Evaluation:

The student will prepare a lesson plan for teaching the sound-spelling relationships for a consonant phoneme and a vowel phoneme which will include each of the steps to be utilized and the possible spelling options of the phoneme.

Number: 1108 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Phonics)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will describe and demonstrate that he understands the differences between and the alledged advantages and disadvantages of the synthetic and analytic approaches to phonics instruction.

Treatment:

The student will read about and become familiar with the first grade reading programs discussed in the International Reading Association's Bulletin, First Grade Reading Programs. He will examine a minimum of one published analytical approach as exemplified in basal reading series and one synthetic approach and evaluate these in terms of meaning, interest, and relevance to children and careful, sequential development of skills in attacking new words.

Materials:

Heilman, A. Principles and Practice of Teaching Reading. International Reading Association. First Grade Reading Programs. Published synthetic phonics approaches such as the Lippencott Series, the Open Court Series, and the Merrill Linguistic Readers. Published analytic phonic approaches such as the Scott Foresman Series and the Ginn Series.

Evaluation:

The student will write a statement comparing the synthetic and analytic approaches to phonics instruction with respect to:

(1) sequence of instructing

(2) methodology

(3) materials
(4) alledged advantages and disadvantages of each approach.

Number: 1109 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given the instruction to list methods of improving oral speech, the student will include practice in telling stories, dramatics, conversing, reporting, explaining, and discussing.

Treatment:

The student and instructor will develop cooperatively a list of topics around which oral language activities can be developed which are of interest and of vital concern to children.

The student will listen to taped recordings of children conversing, discussing, reporting, and engaging in other oral language activities in situations which arose from the interests of children and from current happenings in the school, the community, the country, and the world.

The student will read about and become familiar with specific skills needed by children to carry out oral language activities effectively. Through listening to taped oral language activities, he will identify and record specific weaknesses of individual children.

Materials:

Applegate, M. Easy in English. Strickland, R. Language Arts in the Elementary School. Wolf, D. Language Arts and Life Patterns.
Taped recordings of children's oral language activities.

Evaluation:

The student will develop two types of lesson plans:
(1) a plan which will encourage children, starting with a topic of vital concern to engage in one of the oral language activities, and
(2) a plan to teach a specific skill growing out of this activity which is needed by an individual child or small group of children to pursue the activity effectively.

Number: 1110 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given the instruction to list methods of improving written expression, the student will include practice in letter writing, written reports, story writing, and poetry.

Treatment:

The student will read about and with the instructor develop a list of topics about which children can write and express the thoughts and feelings which are of interest and vital concern to them.

The student will read about and become familiar with specific skills needed by children to write effectively. Through examining children's papers, he will identify and record specific weaknesses of individual children.

The student will listen to taped recordings in which the teacher and children are engaging in oral activities prior to the actual writing experiences to gain insight into ways to encourage children to write.

Materials:

Applegate, M. *Easy in English*. Applegate, M. *They All Want to Write*. Wolf, D. *Language Arts and Life Patterns*.

Evaluation:

The student will develop two types of lesson plans:
(1) a plan in which the interests,,thoughts, and feelings of children are utilized in encouraging pupils to write, and
(2) a plan to teach a specific skill growing out of this writing activity which is needed by an individual child or small group of children.

Number: 1111 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Handwriting)

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will demonstrate ability to form both on the chalkboard and paper manuscript and cursive letters according to the Zaner-Blozer Handwriting Charts.

Treatment:

The instructor will demonstrate the techniques of letter formation for manuscript and cursive handwriting. The student will practice letter formation at the chalkboard and on paper.

Materials:

The Zaner-Blozer Manuscript and Cursive Handwriting Manual. Handwriting paper.

Evaluation:

The student will write all the letters of the alphabet, lower case and upper case, in both manuscript and cursive handwriting and compare his writing with the acceptable standard form according to the Zaner-Blozer Handwriting Charts.

Number: 1112 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Handwriting)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will describe and demonstrate effective techniques for instruction in:

a. beginning handwriting
b. transfer from manuscript to cursive writing
c. cursive writing and
d. training for the left-handed pupil.

Treatment:

The student will read about, become familiar with and practice the specific techniques in presenting each group of manuscript and cursive letters according to the Zaner-Blozer Handwriting Manual. He will become familiar with methods of helping a child with such techniques as slant, space, and height of letters.

Materials:

The Zaner-Blozer Cursive and Manuscript Handwriting Manuals.

Evaluation:

The student will prepare a lesson plan for teaching a manuscript letter, a cursive letter, and for teaching space, slant, and height of letters. He will indicate in the plan the necessary training for the left-handed child.

Number: 1113 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Reading)

Target Population: Pre-S., Elem., C/U

Behavioral Objectives: 1

Given the instruction to describe the reading process, the student will write an appropriate statement.

Treatment:

The student will read from a number of books on reading instruction the chapters concerning the definition and scope of the reading act. The instructor will demonstrate to students that reading involves more than a process of decoding and that meaning is dependent upon the past experiences of the pupil.

Materials:

Heilman, A. Principles and Practices of Teaching Reading. Smith, N. B. Reading Instruction for Today's Children. Veatch, J. Reading in the Elementary School.

Evaluation:

The student will write a statement indicating:
(1) the many and varying forces at work upon the child which affect his ability to read, and
(2) the skills necessary in order to engage successfully in such varying reading tasks as reading for pleasure, reading for information, and reading critically and creatively.

Number: 1114 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Reading)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) The student will list the factors to be considered in adjusting instruction to reading to the individual differences in pupils.

(2) The student will demonstrate that he understands the advantages of reading instruction using the flexible grouping plan and materials written on multiple levels of difficulty.

Treatment:

The student will read to gain insight into techniques of diagnosing for specific reading strengths and weaknesses, using diagnostic results for differentiated instruction, and organizing the classroom to permit individual and small group teaching.

The instructor will demonstrate the administration and use of diagnostic tests in reading and the student will practice their administration in identifying specific strength and weaknesses of each pupil.

The student, in simulated teaching situations, will experiment with a variety of methods of grouping the classroom for differentiated instruction.

Materials:

Heilman, A. Principles and Practices of Teaching Reading. Veatch, J. Reading in the Elementary School.

The Gray Oral Reading Test. The Durrell Diagnostic Test of Reading Difficulties.

Evaluation:

The student will listen to taped recordings of a child's oral reading and will record his specific difficulties in word attack skills and comprehension abilities. From diagnostic findings the student will indicate the type of instruction necessary for that child and how he will go about organizing such instruction.

Number: 1115 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Reading)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will describe and list the alleged advantages and disadvantages of the following methods of teaching reading:

a. synthetic,
b. analytic,
c. analytic-synthetic, and

specific new approaches such as ITA, Language Experience Approach, Programmed Approach, Film Approach, Linguistic Approach, Denver Approach, Richards-Gibson Approach, Individualized Approach, and the Basal Reader Approach.

Treatment:

The student will review research concerning approaches to first grade reading instruction. The instructor will assist in evaluating these approaches in terms of research design, language abilities of children, teacher-pupil interaction, and differentiated instruction.

Materials:

Heilman, A. Principles and Practices of Teaching Reading. International Reading Association. First Grade Reading Programs. International Reading Association. First Grade Studies.

Evaluation:

The student will list the characteristics of the various approaches to reading instruction, discuss the alleged advantages and disadvantages of each in terms of the language abilities and past experiences of children, and identify each approach as to a synthetic or analytic method.

Number: 1116 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Reading)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate a command of techniques in:
a. teaching word attack skills,
b. developing and expanding children's vocabulary,
c. teaching comprehension skills,
d. developing work-study reading abilities,
e. teaching critical and creative readings, and
f. developing and maintaining interest in reading.

Treatment:

The instructor will demonstrate techniques of involving children and building upon their experiences and abilities in teaching skills in each of the reading areas. The student will read about and become familiar with a variety of methods discussed in textbooks with varying approaches. Students will observe simulated teaching situations and evaluate the teaching act with respect to involvement of children, utilization of their interests, and the degree of match to needs and abilities.

Materials:

Heilman, A. Principles and Practices of Teaching Reading. Veatch, J. Reading in the Elementary School.

Taped recordings and films of teachers and pupils working together to develop a specific skill.

Evaluation:

The student will prepare and execute before the class a lesson plan designed for teaching a specific skill in one or more of the reading areas to children with abilities as described by the student. The class will evaluate the lesson in terms of degree of match to abilities, interest appeal, and provisions for pupil involvement.

Number: 1117 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Reading)

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will demonstrate a familiarity with such new materials and media for teaching reading as tape and disc recordings, film strips, language master, overhead projector and transparent overlays, programed texts, packaged materials, and new books and paperbacks from the area of children's literature.

Treatment:

The student will examine new materials designed for reading instruction; try out various materials with small groups of children; and evaluate their effectiveness in terms of children's specific needs, interests, and attitudes toward reading.

Materials:

New published materials and media for teaching reading such as tape and disc recordings, film strips, language master, overhead projector and transparent overlays; programed texts; packaged materials; pictures; and books and paperbacks in the area of children's literature.

Evaluation:

The student will list materials with which he has become familiar; indicate unique features of each type; describe the manner in which he used with children a particular type of material, and indicate the degree of success he experienced in using the material.

Number: 1118 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Reading)

Target Population: Pre-S., Elem., C/U

Behavioral Objectives: 1

The student will list goals of reading instruction as indicated by Heilman's Principles and Practices of Teaching Reading.

Treatment:

The student will read about and become familiar with goals of reading instruction. The instructor will discuss in detail with students implications of implementing each goal in daily classroom instruction with respect to materials, research findings, and classroom organization.

Materials:

Heilman, A. Principles and Practices of Teaching Reading.

Evaluation:

The student will list the goals of reading, indicate factors for consideration in implementing each goal in his instruction, and discuss methods of evaluating progress toward each goal.

Number: 1119 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Language Arts)

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will be aware of a systematic procedure for evaluating a language arts program.

Treatment:

Through a study of the three aspects of an instructional program--the curriculum, the methods of classroom instruction, and the available materials and equipment--the student will design an evaluation plan to help insure a systematic evaluation of the program.

Materials:

Bloom, B. S. Taxonomy of Educational Objectives. Strickland, R. Language Arts in the Elementary School.

Evaluation:

Written assignments.

Number: 1120 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Practice)

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

As a practice teacher in a multiunit elementary school, and under the supervision of a certified teacher, the student will conduct instruction in the following academic disciplines:

a. mathematics
b. science
c. social science
d. language arts and reading.

Treatment:

With lesson plans previously developed, the student will be placed in an actual teaching situation for each of the academic disciplines suggested above.

Materials:

Appropriate grade level materials necessary for instruction in the academic disciplines; teacher's manuals for the corresponding instructional materials.

Evaluation:

Critique by, and conference with, the certified teachers of the R & I Unit.

Number: 1121 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Practice)

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

Given a simulated teaching situation and the instruction to teach a specific concept in each of the following academic disciplines:

a. mathematics,
b. science,
c. social science, and
d. language arts and reading,

the student will identify the grade level, prepare a lesson plan, assemble the required materials, and perform the teaching task.

Treatment:

Through conferences and with direction from a team of university instructors (with each of the academic disciplines represented), the student will prepare for the teaching task.

Materials:

Necessary reference materials; materials for actually teaching the grade level and academic disciplines specified.

Evaluation:

The lesson plans will be critiqued either orally or through written suggestions by the university team.

Number: 1122 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Practice)

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

The student will participate as an intern in a specific teaching project in the R & I Unit of a multiunit elementary school under the direction of a certified teacher and the unit leader. He will participate in the following academic disciplines:

a. mathematics
b. science
c. social science
d. language arts and reading.

Treatment:

With previous training including the student teaching experience, the student will conduct instruction in the academic disciplines suggested above.

Materials:

Appropriate grade level materials necessary for instruction in the academic disciplines, teacher's manuals for the corresponding instructional materials.

Evaluation:

Critique by, and conference with, the certified teachers of the R & I Unit.

Number: 1123 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list symptoms of illness in pre-school and elementary age children to which one should be alert.

Treatment:

The students will take a field trip to the pediatric division of a hospital. Lecture-discussion with pediatrician and/or pediatric nurse on symptoms of common illnesses and common injuries, recommended procedures, proper referral. Students will also write to State Department of Education for data on legal implications of actions to be taken in case of illness and/or injury of child in their care.

Materials:

Children's Bureau, U. S. Department of Health and Welfare.
List of pamphlets and films on child care and illness.

Evaluation:

Given a written list of common illnesses and symptoms, the student will correctly match symptoms and illness or injury. Student will write recommended procedure including referral.

Number: 1124 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list positive actions he should take in order to maintain a health and safe environment.

Treatment:

Students will view film on health and safety in the classroom environment for the young child.

Materials:

Vasser College: Department of Human Development: Films on pre-school classroom environment.

Evaluation:

(1) Instructor will administer to students a written objective type pre-test on major factors or principles to be applied in health and safety in classroom for young children. Administer same test as post-test after film.

(2) Students will enter simulated classroom environment where safety and health hazards exist. Student will rearrange environment to correct hazards.

Number: 1125 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) The student will list fixed apparatus used in play areas and note safety precautions associated with each.
(2) The student will list moveable apparatus in play areas and note safety precautions associated with each.

Treatment:

Field trip. Students will visit a playground or playgrounds in company of public recreation specialist. Lecture-discussion on safe use of equipment including rules of proper supervision with groups of young children.

Materials:

Manufacturers of playground equipment will supply miniature pieces of apparatus for simulation purposes. Catalogs from manufacturers of playground equipment will list types and uses of playground equipment.

Evaluation:

Given an array of miniature playground apparatus and scale model of playground, the student will arrange apparatus and verbalize safety principles underlining the arrangement. Student will also verbalize principles of safety in supervision of group of young children using the equipment.

Number: 1126 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list three basic questions he should use in ascertaining the suitability of furniture for each child.

Treatment:

Observation. Students will visit classrooms for elementary children. Pre-school and elementary teachers will provide lectures and discussions concerning various kinds of furniture and factors to be considered in its selection and use.

Materials:

Catalogs from manufacturers of classroom furniture for young children.
Gesell Institute films on physical development of the pre-school child.

Evaluation:

Written test listing three basic questions to be considered when selecting furniture for pre-school children.

Number: 1127 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) The student will describe safety precautions associated with the use of hand tools in the pre-school elementary classroom.

(2) Given a selection of hand tools, the student will evaluate their usefulness in the pre-school elementary classroom.

Treatment:

Students will engage in demonstration-lecture-discussion with carpenter. (Especially important for females.)

Materials:

Carpenter requested to bring array of hand tools. Children hand tools to be displayed by instructor.

Evaluation:

Given an array of hand tools, the student will identify the tool and demonstrate its safe use and storage.

Number: 1128 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will describe safety precautions to be maintained in outdoor play areas.

Treatment:

Students will engage in lecture-discussion with safety-accident consultant from any leading insurance company.

Materials:

Leading insurance companies supply films on play-safety with young children.

Evaluation:

Each student will observe young children at play over given period of time. All safety hazards and safety precautions will be listed as they are observed. Group total of observations will be pooled in written form and used as common reference for question-answer discussion.

Number: 1129 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will prepare policies relating to health and hygiene that should be incorporated in pre-school and elementary classrooms.

Treatment:

Students will engage in a lecture-discussion with school nurse and/or doctor.

Materials:

None suggested.

Evaluation:

Student will prepare a written list of ten major principles of health and hygiene to be incorporated in elementary classrooms.

Number: 1130 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (Health and Safety)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) The student will describe the role of cookery in the pre-school and primary classroom.
(2) The student will list hygiene and safety rules that may be taught through cookery in the pre-school and primary classroom.

Treatment:

Students will observe demonstration lecture-discussion with home economist-dietician in demonstration kitchen.

Materials:

None suggested.

Evaluation:

Each student will select and demonstrate cooking act which would be used with young children. Each student will verbalize the hygiene and safety rules incorporated in each.

Number: 1131 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Role of Play)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 15

(1) The student will define play.
(2) The student will define parallel play.
(3) The student will define shifting-group play.
(4) The student will describe the place of quarrelling in play.

(5) The student will define symbolic play.

(6) The student will describe the role of fantasy in the play of young children.

(7) Given a series of descriptions of play activities among young children, the student will identify the type of play being exhibited.

(8) The student will observe a pre-school child over a specified period of time and list the types of play activities in which he engages.

(9) The student will describe how observation of play activities can help the teacher evaluate future activities to be required of the pre-school child.

(10) The student will list questions useful in the evaluation of play activities.

(11) The student will list social skills that are developed through play.

(12) The student will describe how the teacher should guide a pre-school child's play in order to develop social skills.

(13) The student will list loosely structured games suitable for pre-school children.

(14) The student will observe pre-school children engaging in loosely structured games and evaluate the activity or nonactivity of each child.

(15) The student will list rules appropriate to pre-school children in outdoor play areas.

Treatment:

Students will observe and write anecdotal record of a given group of children at play over a specified length of time. Anecdotal record content will be pre-specified to include all factors in behavioral Objectives 1-15.

Materials:

Almy, M. and Cunningham, R. Ways of Studying Children: A Manual for Teachers. Miel, A. (Ed.) Observing and Recording the Behavior of Young Children: Practical Suggestions for Teaching.

Evaluation:

Individual students will confer-discuss anecdotal records with instructor. Group students will view slides of a child or children engaged in variety of play activities. Each student will list in writing for each slide the type of play, its purpose in development of the child, its diagnostic value.

Number: 1132 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Role of Play)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list four questions that may be used in evaluating outdoor activities of pre-school and elementary children.

Treatment:

Student will be assigned to a group of no less than three and no more than six children for daily observation of children engaged in loosely structured play. Student will write anecdotal record of the group's activities including periods of activity and non-activity of each child. Anecdotal record should also include notes on teachers' role in guidance, a listing of rules applied by teachers and an evaluation of an appropriateness of rules.

Materials:

Almy, M. and Cunningham, R. Ways of Studying Children: A Manual for Teachers.

Evaluation:

Conference-discussion with instructor concerning anecdotal record.

Number: 1133 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Role of Play)

Target Population: Pre-S., In-S.

Behavioral Objectives: 1

The student will describe the opportunities for development provided by building blocks.

Treatment:

Student will observe pre-school children at play with blocks. Students will make photographic record (slide, snapshot, film, etc.) illustrating at least ten examples of developmental activities associated with use of building blocks.

Materials:

Set of building blocks.

Evaluation:

Student will display and discuss with group the ten examples of photographic record of developmental activities of children at play with blocks.

Number: 1134 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Role of Play)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list materials desirable for fostering dramatic play.

Treatment:

The student will display a collection of at least six items from her own home which could be used to foster children's dramatic play--both male and female sexes will be considered.

Materials:

None suggested.

Evaluation:

Student will display and demonstrate possible use or uses of each item in display and its significance for inclusion in life of young child.

Number: 1135 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Role of Play)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will describe an example of problem solving through play.

Treatment:

Student will observe a child at play. Will write anecdotal record of child engaged in problem solving at play.

Materials:

Wann, K., et.al. Fostering Intellectual Development in Young Children.

Evaluation:

Student will demonstrate and describe the problem-solving act which child engaged in.

Number: 1136 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Creative Arts)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 5

(1) The student will describe ways in which the teacher may help the development of creativity in pre-school and elementary children.

(2) The student will list the values of art activities for the pre-school and elementary age child.

(3) The student will describe the stages through which a child's artistic expression evolves.

(4) The student will list creative activities the pre-school and elementary child should be encouraged to experience and include:

a. modeling,
b. cutting and tearing,
c. pasting,
d. finger painting, and
e. painting.

(5) The student will describe the teacher behaviors associated with each of the activities in Objective 4.

Treatment:

Student will be assigned two children at least one year apart in age. Student will observe and write anecdotal record of art activities which child engaged in in classroom over specified length of time. Record will include observation and description of teacher's role in guiding the art activity. Student will arrange with teachers to receive continuous samples of child's art activity.

Materials:

None suggested.

Evaluation:

Each student will display child's art products and discuss creative aspects including teacher's role during the activity.

Number: 1137 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Academic Disciplines and Skills--Methodology (The Creative Arts)

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 3

(1) The student will describe the place of music in the development of the pre-school and elementary age child.
(2) The student will list musical activities that the pre-school and elementary age child should be encouraged to engage in and include:
   a. listening,
   b. singing,
   c. rhythmic exercises,
   d. playing instruments, and
   e. creating music.
(3) The student will describe appropriate teacher behaviors associated with each of the activities in Objective 2.

Treatment:

Students will observe and view films of children engaged in creative expression through active engagement in music.

Materials:

Films such as Pre-School Children and Music.
Observations.

Evaluation:

Student will simulate and include the student group in a musical activity which could be used with pre-school children.

Number: 1138 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Evaluation Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 5

(1) The student will identify that the basic form of cognition on which all cognitive processes depend is concept formation.
(2) The student will identify that the three different processes of covert mental operations and the corresponding overt activities that define concept formation are:
   a. differentiating specific properties--enumerating and listing.
   b. identifying common properties--grouping.
   c. determining hierarchical order of items; super- and subordinations--labeling and categorizing.
(3) Given the instruction to identify the following graphic representation:

Overt Activity	Covert Mental Operations
a. Identifying points.	a. Differentiation.
b. Explaining items of identified information.	b. Relating points to each other. Determining cause and effect relationships.
c. Making inferences.	c. Going beyond what is given. Finding implications, extrapolating.

the student will identify it as a representation of the cognitive task of interpretation of data.

(4) Given the covert mental operations portion of the graphic representation of the cognitive task of application of principles, the student will write in the corresponding overt activities as follows:

Covert Mental Operation	Overt Activities
a. Analyzing the nature of the problem or situation. Retrieving relevant knowledge.	a. Predicting consequences. Explaining unfamiliar phenomena. Hypothesizing.
b. Determining the causal links leading to prediction or hypothesis.	b. Explaining, supporting the predictions and hypotheses.
c. Using logical principles or factual knowledge to determine necessary and sufficient conditions.	c. Verifying the prediction.

(5) Given a scrambled list of covert mental operations involved in all cognitive tasks, the student will list the operations in sequence under the appropriate categories of cognitive tasks.

Treatment:

Students will hear large-group illustrated lectures which define the nature and processes of cognitive learning. This will be followed by reading assignments and exercises such as listing the sequence of cognitive operations involved in several specified learning situations, unscrambling a list of covert mental operations and replacing them in correct sequence, and so on.

Materials:

Verduin, J. R., Jr. Conceptual Models in Teacher Education.
Printed materials and instructor-made exercises to be developed.

Evaluation:

Instructor appraisal of completed exercises. Paper and pencil tests.

Number: 1139 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Evaluation Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 6

(1) Given the instruction to submit examples of questions that direct the covert mental operations, the student will demonstrate his skill in teaching concept formation by utilizing eliciting questions comparable in meaning to the following:

a. Differentiation--What did you see? hear? note?
b. Identifying common properties--What belongs together?
c. How would you call these groups? What belongs under what?

(2) Given the instruction to submit example questions that direct overt activities, the student will demonstrate his skill in teaching interpretation of data by submitting eliciting questions comparable in meaning to the following:

a. Identifying points--What did you note? see? find?
b. Explaining items of identified information--What does this mean? What would you conclude?

(3) Given the instruction to submit example questions that direct overt activities, the student will demonstrate his skill in teaching application of principles by preparing eliciting questions comparable in meaning to the following:

a. Predicting consequences; explaining unfamiliar phenomena; hypothesizing--What would happen if...?
b. Explaining, supporting the predictions and hypotheses--Why do you think this would happen?
c. Verifying the prediction--What would it take for so-and-so to be true or probably true?

(4) Given a scrambled list of questions, the student will identify:

a. the overt activity elicited by each question.
b. the category of cognitive tasks to which each question is applicable.

(5) Given an example of a piece of information to be taught and a simulated classroom, the student will demonstrate his ability to teach thought processes or cognitive tasks by:

a. teaching the information by utilizing those questions that elicit the correct sequence of overt activities within and from the first category through the third.
b. explaining after each overt activity the covert mental operation engaged in just prior to performing the activity.

(6) The student will identify that a verbal utilization of the techniques of generating and developing thought processes (or teaching cognitive tasks) is best suited for small or medium multisized group instruction.

Treatment:

Students will attend a large-group lecture on the art of utilizing questions to direct cognitive learning. As an assignment, each student will be given materials describing three lessons to be taught and will develop for each lesson a list of questions designed to elicit cognitive processes of an appropriate kind and in the proper sequence. The students will meet with the instructor in small groups to discuss their lists of questions, following which each student will revise his own lists.

Materials:

Verduin, J. R., Jr. Conceptual Models in Teacher Education.
Printed materials to be developed.

Evaluation:

Instructor's evaluation of small group discussions, and of revised question lists. Paper and pencil tests.

Number: 1140 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Evaluation Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Observations: 4

(1) The student will identify that for the purpose of delineating logical aspects of teaching, verbal discourse in a teaching situation is divided into:

a. monologues, and
b. episodes.

(2) Given the instruction to describe and illustrate the twelve different types of logical operations in episodes developed by B. O. Smith, the student will submit the following list, with the definitions in the student's own choice of words:

a. Defining--to explore the meanings of words in terms of rules.
b. Describing--to represent something by words or drawing; to tell about something.
c. Designating--to identify something by name, word, or symbol.
d. Stating--to state issues, steps in proofs, rules, obligations, theorems, conclusions, etc.
e. Reporting--to report on what a book or document says; to give summaries or reviews.
f. Substituting--to perform a symbolic operation substituting one expression for another.
g. Evaluating--to rate some object, expression, event, or action as to its worth, truth, etc.
h. Opinioning--to give a conclusion concerning what is, was, will be, could be, or would have been the case, when the conditions from which the conclusion is to be drawn are scanty.
i. Classifying--to put entities into categories.

j. Comparing and contrasting--to compare two or more things (actions, factors, objects, processes); to show how something is like another object that is familiar.

k. Conditional inferring--to describe a set of conditions and to tell the results or effects or outcomes of the conditions.

l. Explaining--to account for an event or state of affairs.

(3) Given an audiotape of the verbal interaction between the teacher and students during a teaching situation in which the tape has had automatic stops inserted after each episode, the student will identify during the stops whether each operation was completed logically.

(4) The student will identify that the twelve types of logical operations have two applications that are important in teacher education and will list the applications as:

a. a technique to improve the teacher's ability to handle logical operations.

b. one of a number of analytical instruments to assess the teaching behavior.

Treatment:

(1) Students in large groups will hear a lecture on the uses of logic in teaching, followed by a question-and-answer period. Then the students will meet in small groups to view a videotape of a lesson during which automatic stops occur and will discuss the success of the teacher in logically completing each episode. This will be summarized by the instructor, and he will review the main points made in the earlier lecture.

(2) Each student will prepare a lesson for a small group of his [illegible] colleagues, in which he will use each of Smith's twelve logical episodes at least once. The group and the instructor will critique the lesson.

(3) During the school year, the student will prepare and conduct a lesson using logical episodes. He will be observed by the university instructor and the student's in-school supervisor. The university instructor will analyze the student's interaction with the pupils in terms of the logical operations used.

Materials:

Verduin, J. R., Jr. *Conceptual Models in Teacher Education*. Smith, B. O. "The Need for Logic in Methods Courses," *Theories Into Practice*.

Printed materials to be developed.

A grid for analysis of logical operations in teacher-pupil interaction.

Evaluation:

(1) Paper and pencil test. Observation of small-group exercise by instructor.

(2) Group critique. Evaluation by the instructor.

(3) Critique by the university instructor and in-school supervisor. Written self-critique.

Number: 1141 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Evaluation Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 11

(1) The student will identify that the basic form of cognition on which all cognitive processes depend is concept formation.

(2) The student will identify that the three different processes of covert mental operations and the corresponding overt activities that define concept formation are:

a. Differentiating specific properties--enumerating and listing.
b. Identifying common properties--grouping.
c. Determining hierarchical order of items; super- and sub-ordinations--labeling and categorizing.

(3) Given the instruction to submit examples of questions that direct the covert mental operations, the student will demonstrate his skill in teaching concept formation by utilizing eliciting questions comparable in meaning to the following:

a. Differentiation--What did you see? hear? note?
b. Identifying common properties--What belongs together? On what criterion?
c. How would you call these groups? What belongs under what?

(4) Given the instruction to identify the following graphic representation:

Overt Activity	Covert Mental Operations
a. Identifying points.	a. Differentiation.
b. Explaining items of identified information.	b. Relating points to each other. Determining cause and effect relationships.
c. Making inferences.	c. Going beyond what is given. Finding implications, extrapolating.

the student will identify it as a representation of the cognitive task of interpretation of data.

(5) Given the instruction to submit example questions that direct overt activities, the student will demonstrate his skill in teaching interpretation of data by submitting eliciting questions comparable in meaning to the following:

a. Identifying points--What did you note? see? find?
b. Explaining items of identified information--What does this mean? What would you conclude?

(6) Given the covert mental operations portion of the graphic representation of the cognitive task of application of principles, the student will write in the corresponding overt activities as follows:

Covert Mental Operations	Overt Activities
a. Analyzing the nature of the problem or situation. Retrieving relevant knowledge.	a. Predicting consequences. Explaining unfamiliar phenomena. Hypothesizing.
b. Determining the causal links leading to prediction or hypothesis.	b. Explaining, supporting the predictions and hypotheses.
c. Using logical principles or factual knowledge to determine necessary and sufficient conditions.	c. Veryifying the prediction.

(7) Given the instruction to submit example questions that direct overt activities, the student will demonstrate his skill in teaching application of principles by preparing eliciting questions comparable in meaning to the following:

a. Predicting consequences; explaining unfamiliar phenomena; hypothesizing--What would happen if...?
b. Explaining, supporting the predictions and hypotheses--Why do you think this would happen?
c. Verifying the prediction--What would it take for so-and-so to be true or probably true?

(8) Given a scrambled list of covert mental operations involved in all cognitive tasks, the student will list the operations in sequence under the appropriate categories of cognitive tasks.

(9) Given a scrambled list of questions, the student will identify:

a. the overt activity elicited by each question
b. the category of cognitive tasks to which each question is applicable.

(10) Given an example of a piece of information to be taught and a simulated classroom, the student will demonstrate his ability to teach thought processes or cognitive tasks by:

a. teaching the information by utilizing those questions that elicit the correct sequence of overt activities within and from the first category through the third.
b. explaining after each overt activity the covert mental operation engaged in just prior to performing the activity.

(11) The student will identify that a verbal utilization of the techniques of generating and developing thought processes (or teaching cognitive tasks) is best suited for small or medium multisized group instruction.

Treatment:

(1) Simulating the role of a teacher, the student will define, plan and teach a lesson to a small group of his colleagues. The lesson will include a plan and method for directing covert mental operations and overt activities, and a series of questions for doing so. The group will critique his performance, as will the instructor.

(2) During the school year, the student will plan in detail and conduct a lesson utilizing questions to direct cognitive learning. The lesson will be observed by the university instructor and the student's in-school supervisor (principal, etc.).

Materials:

Verduin, J. R., Jr. Conceptual Models in Teacher Education.
Printed materials to be developed.

Evaluation:

(1) Group critique. Evaluation by the instructor.

(2) Critique by the university instructor and in-school supervisor. Pre- and post-test differences in the pupils' achievement. Written self-critique.

Number: 1145 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Education

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 12

(1) The student will identify individually guided education as a teaching technique that utilizes a combination of:
    a. large groups,
    b. small groups,
    c. tutorial activities, and
    d. independent study.

(2) Given the instruction to list the requirements for effective individualized instruction, the student will include in his list:
    a. adequate instructional material,
    b. reliable assessment procedures,
    c. flexibility in personnel, space, and time,
    d. provision for feedback, evaluation, and revision, and
    e. adequate instructional methods and activities.

(3) The student will identify the components of a system for adapting to individual differences as:
    a. specification of objectives,
    b. measurement and assessment of objectives,
    c. monitoring student performance and progress, and
    d. learning and teaching.

(4) The student will identify that teaching in the individually guided education requires some teaching to the student individually rather than all to the class group.

(5) The student will identify that in the elementary school the students may work through a different sequence of topics to reach the same goal.

(6) The student will identify the major advantages of individually guided education for the elementary student as:
    a. acquiring confidence in self-directed learning,
    b. monitoring his own progress, and
    c. adjusting and organizing learning resources for himself.

(7) The student will recognize that a good educational program for each child involves large group activities, medium group activities, small group activities, one-to-one activities, and independent study.

(8) The student will identify the four elements necessary before an effective teaching technique can be selected as:

a. the particular subject matter being taught,
b. the type of student behaviors sought,
c. the learning level of the target population, and
d. the number of children constituting the target population, that is, group size.

(9) The student will identify that in a classroom setting in which the target population varies from a one-to-one student-to-teacher ratio to a small-, medium-, or a large-group size student-to-teacher ratio, effective teaching requires different teaching techniques for the different group sizes.

(10) The student will identify that different types of teaching activities determine different models for teaching.

(11) The student will identify three examples of different types of teaching activities.

(12) The student will identify that different educational goals determine different instructional objectives.

Treatment:

A series of large group lectures (up to five) with related independent study and related videotape.

Materials:

Assigned readings.
Videotape, The Multiunit Elementary School: Individually Guided Education.

Evaluation:

Pencil and paper objective test.

Number: 1146 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 7

(1) The student will identify the functions of testing in the program of individually guided education as:

a. the basis for the next instructional step,
b. feedback to the student, and
c. data for design and redesign of teaching materials.

(2) The student will identify the following as reasons why monitoring techniques are necessary:

a. for individual student placement and assignments,
b. for program revision, updating, and adaptation, and
c. for teacher evaluation of pupil performance.

(3) The student will recognize that in order for the instructional program to be adapted to the requirements of the target population, the population's progress should be monitored by adequate methods and instruments for assessing their abilities and accomplishments.

(4) The student will identify that monitoring techniques are necessary to:

a. select instructional programs appropriate for individual students,
b. adapt instructional programs to individual student requirements, and
c. create and design instructional programs to meet individual student needs.

(5) The student will select the following as two examples of the need for monitoring student achievement:

a. inherent in subject matter structure is a hierarchy of subobjectives which indicates that certain performances must be present as a basis for learning subsequent performances
b. subsequent instructional steps are contingent on present performance.

(6) The student will identify that an ongoing monitoring technique is required in order to have a detailed assessment of an individual student's level of performance at any point in time.

(7) Given the instruction to identify an advantage of monitoring individual student progress over a period of instruction, the student will identify that aptitude measures can be obtained.

Treatment:

A series of large group lectures (up to five) with related independent study. One lecture to demonstrate an instructional system in a content area such as reading which incorporates the principles of individually guided education.

Materials:

Assigned readings, samples of an instructional system.

Evaluation:

Paper and pencil objective test.

Number: 1147 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) Given the requirement to plan an individualized program to help a group of elementary school students meet a specific goal in a content area, the student will include provisions in the program:

a. to allow for different learning rates by adjusting the amounts of repetition to the need of the individual, and

b. to adjust the size of the learning step to the ability of the individual.

(2) The student will recognize that achieving socializing objectives requires group activity.

Treatment:

In an independent activity students will prepare a plan for individualizing a program to meet a specific goal (objective) in a content area and a plan for achieving a socializing objective.

Materials:

Library references. Lecture notes.

Evaluation:

Critique by an instructor.

Number: 1148 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 3

(1) Given the instruction to identify the circumstances under which individually guided education is accomplished in a large group, a small group, independent study, or through tutorial activities, the student will select descriptions of the circumstances appropriate to each group size.

(2) Given a specific teaching problem that requires individually guided education on a one-to-one basis, the student will identify an appropriate teaching device such as programed instruction.

(3) Given a specific teaching problem that requires individually guided education within a small group, the student will identify an appropriate teaching device.

Treatment:

Through independent study and small discussion groups the students will identify teaching techniques and devices for the various activities outlined in their instructional program.

Materials:

Reference material. Lecture notes.

Evaluation:

Critique by an instructor.

Number: 1149 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 34

(1) The student will identify individually guided education as a teaching technique that utilizes a combination of:
  a. large groups,
  b. small groups,
  c. tutorial activities, and
  d. independent study.

(2) Given the instruction to list the requirements for effective individualized instruction, the student will include in his list:
  a. adequate instructional material,
  b. reliable assessment procedures,
  c. flexibility in personnel, space, and time,
  d. provision for feedback, evaluation, and revision, and
  e. adequate instructional methods and activities.

(3) Given the instruction to identify the circumstances under which individually guided education is accomplished in a large group, a small group, independent study, or through tutorial activities, the student will select descriptions of the circumstances appropriate to each group size.

(4) The student will identify the functions of testing in the program of individually guided education as:
  a. the basis for the next instructional step,
  b. feedback to the student, and
  c. data for design and redesign of teaching materials.

(5) The student will identify the components of a system for adapting to individual differences as:
  a. specification of objectives,
  b. measurement and assessment of objectives,
  c. monitoring student performance and progress, and
  d. learning and teaching.

(6) The student will identify that teaching in the individually guided education requires some teaching to the student individually rather than all to the class group.

(7) The student will identify that in the elementary school the students may work through a different sequence of topics to reach the same goal.

(8) Given the requirement to plan an individualized program to help a group of elementary school students meet a specific goal in a content area, the student will include provisions in the program:

  a. to allow for different learning rates by adjusting the amounts of repetition to the need of the individual, and
  b. to adjust the size of the learning step to the ability of the individual.

(9) The student will identify the major advantages of individually guided education for the elementary student as:

  a. acquiring confidence in self-directed learning,
  b. monitoring his own progress, and
  c. adjusting and organizing learning resources for himself.

(10) The student will identify instruction by means of curriculum units as a form of individually guided education.

(11) The student will recognize that achieving socializing objectives requires group activity.

(12) Given a specific teaching problem that requires individually guided education on a one-to-one basis, the student will identify an appropriate teaching device such as programed instruction.

(13) Given a specific teaching problem that requires individually guided education within a small group, the student will identify an appropriate teaching device.

(14) The student will recognize that a good educational program for each child involves large group activities, medium group activities, small group activities, one-to-one activities, and independent study.

(15) The student will identify the four elements necessary before an effective teaching technique can be selected as:

  a. the particular subject matter being taught,
  b. the type of student behaviors sought,
  c. the learning level of the target population, and
  d. the number of children constituting the target population, that is, group size.

(16) The student will identify that in a classroom setting in which the target population varies from a one-to-one student-to-teacher ratio to a small-, medium-, or a large-group size student-to-teacher ratio, effective teaching requires different teaching techniques for the different group sizes.

(17) The student will identify that different types of teaching activities determine different models for teaching.

(18) The student will identify three examples of different types of teaching activities.

(19) The student will identify that different educational goals determine different instructional objectives.

(20) The student will identify the following as reasons why monitoring techniques are necessary:

  a. for individual student placement and assignments,
  b. for program revision, updating, and adaptation, and
  c. for teacher evaluation of pupil performance.

(21) The student will recognize that in order for the instructional program to be adapted to the requirements of the target population, the population's progress should be monitored by adequate methods and instruments for assessing their abilities and accomplishments.

(22) The student will identify that monitoring techniques are necessary:

  a. to select instructional programs appropriate for individual students,

b. to adapt instructional programs to individual student requirements, and

c. to create and design instructional programs to meet individual student needs.

(23) The student will select the following as two examples of the need for monitoring student achievement:

a. inherent in subject matter structure is a hierarchy of subobjectives which indicates that certain performances must be present as a basis for learning subsequent performances

b. subsequent instructional steps are contingent on present performance.

(24) The student will identify that an ongoing monitoring technique is required in order to have a detailed assessment of an individual student's level of performance at any point in time.

(25) Given the instruction to identify an advantage of monitoring individual student progress over a period of instruction, the student will identify that aptitude measures can be obtained.

(26) Given instruction to identify a use of the test scores in the following cases:

Case 1 -- a set of seven consecutive test scores over a portion of an instructional program by an individual student

Case 2 -- the target population's entire complement of test scores which were accumulated over a semester in one particular program

Case 3 -- a semester's accumulation of test scores by an individual student in a particular program,

the student will identify that:

Case 1 -- could be used to monitor the scores for achievement placement of that student

Case 2 -- could be used to derive data for use in program revision, updating, or adaptation

Case 3 -- could be used to determine that student's aptitude in that particular subject matter.

(27) Given:

a. information regarding
   1. a particular section of subject matter to be taught,
   2. the type of student behaviors to be affected,
   3. the student terminal behaviors sought,
   4. the learning level of the target population,
   5. the number of students constituting target population, and

b. a simulated Instructional Improvement Committee meeting in which other peer students play roles of unit leader/staff teachers; the student, in an hour's committee meeting, will participate with the other committee members in preparing an overall plan for implementing the instructional program.

Each student will be individually evaluated on:
   1. willingness to provide suggestions,
   2. manner in which suggestions were made,
   3. willingness to react to other suggestions,
   4. manner in which reactions were made, and
   5. cooperativeness in all "planning" interactions.

(28) Given:

a. all relevant information regarding a hypothetical situation in which a previously planned and implemented instructional program had proved ineffective because the teacher-student verbal interaction teaching technique was found to be inappropriate for group size, and

b. a simulated Instructional Improvement Committee meeting in which other peer students play roles of unit leader/staff teachers; the student, in an hour's committee meeting, will participate with the other committee members in arriving at a decision as to whether group, size, mode of presentation, or teaching technique is to be modified and how.

Each student will be individually evaluated on:

1. willingness to provide suggestions,
2. manner in which suggestions were made,
3. willingness to react to other suggestions,
4. manner in which reactions were made, and
5. cooperativeness in all "planning" interactions.

(29) The student will identify that the overall instructional program presented in an R & I Unit is the result of the combined efforts of all teaching personnel.

(30) The student will identify that the teaching personnel in an R & I Unit make unit-wide decisions regarding program planning, implementation, and evaluation in teams and committees.

(31) The student will identify that in an R & I Unit cooperative planning is used in the:

a. identification of the extent of subject matter coverage,
b. identification and selection of materials that are to be used,
c. decision of which teaching techniques are to be used,
d. means by which student progress is to be measured, and
e. means by which program evaluation is to be made.

(32) The student will identify that while unit-wide instructional decisions are made through cooperative planning, the decision regarding an appropriate instructional program for each child is made and executed by the certified teachers of the unit.

(33) Given situations involving decision-making, the student will identify those considered to be "instructional" decisions.

(34) Given situations in which instructional decision-making is indicated, the student will make and write down the decisions, and the position of the individual responsible for making the decision (principal, unit leader, teacher, Instructional Improvement Committee, School-Wide Policy Committee). The student will be evaluated on the correctness of the person he designates to make the decision, not necessarily the validity of the decision. (The validity measurement, however, can serve as a diagnostic device to point out areas in which the student could benefit by more experience.)

Treatment:

A simulated R & I Unit staff will be assigned the tasks of program development and implementation of individually guided education in some content area for a supposed one-week period of instruction.

Materials:

A prepared packet of documents giving such information as number of students, floor plan of a building, schedule and individual folders of children stating their characteristics, achievement levels, etc.

Evaluation:

Critique of an observing instructor.

Number: 1150 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem.

Behavioral Objectives: 4

(1) Given a simulated teaching situation that requires individually guided education on a one-to-one basis, the student will perform the functions of the teacher and accomplish the objectives of the teaching situation.

(2) Given the instruction to participate as an intern in an ongoing school situation involving individually guided education within a large group, the student will demonstrate competent management of the function assigned to him by the in-service teacher and the unit leader.

(3) Given:

a. information regarding
  1. a particular section of subject matter to be taught,
  2. the type of student behaviors to be affected,
  3. the student terminal behaviors sought,
  4. the learning level of the target population,
  5. the number of students constituting target population, and

b. a simulated Instructional Improvement Committee meeting in which other peer students play roles of unit leader/staff teachers; the student, in an hour's committee meeting, will participate with the other committee members in preparing an overall plan for implementing the instructional program.

Each student will be individually evaluated on:
  1. willingness to provide suggestions,
  2. manner in which suggestions were made,
  3. willingness to react to other suggestions,
  4. manner in which reactions were made, and
  5. cooperativeness in all "planning" interactions.

(4) Given:

a. all relevant information regarding a hypothetical situation in which a previously planned and implemented instructional program had proved ineffective because the teacher-student verbal interaction teaching technique was found to be inappropriate for group size, and

b. a simulated Instructional Improvement Committee meeting in which other peer students play roles of unit leader/staff teachers; the student, in an hour's committee meeting, will participate with the other committee members in arriving at a decision as to whether group size, mode of presentation, or teaching technique is to be modified and how.

Each student will be individually evaluated on:
  1. willingness to provide suggestions,
  2. manner in which suggestions were made,
  3. willingness to react to other suggestions,
  4. manner in which reactions were made, and
  5. cooperativeness in all "planning" interactions.

Treatment:

Each student will move from observation to participation in a functioning Multiunit Elementary School as that school operates individually guided education in some content area.

Materials:

Previous background, in-service program of the Multiunit Elementary School.

Evaluation:

Judgments of teachers, unit leaders and university supervisor.

Number: 1151 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: In-S.

Behavioral Objectives: 10

(1) Given a simulated teaching situation that requires individually guided education on a one-to-one basis, the student will perform the functions of the teacher and accomplish the objectives of the teaching situation.

(2) Given the instruction to participate as an intern in an ongoing school situation involving individually guided education within a large group, the student will demonstrate competent management of the function assigned to him by the in-service teacher and the unit leader.

(3) Given:

a. information regarding
    1. a particular section of subject matter to be taught,
    2. the type of student behaviors to be affected,
    3. the student terminal behaviors sought,
    4. the learning level of the target population,
    5. the number of students constituting target population, and

b. a simulated Instructional Improvement Committee meeting in which other peer students play roles of unit leader/staff teachers; the student, in an hour's committee meeting, will participate with the other committee members in preparing an overall plan for implementing the instructional program.

Each student will be individually evaluated on:
    1. willingness to provide suggestions,
    2. manner in which suggestions were made,
    3. willingness to react to other suggestions,
    4. manner in which reactions were made, and
    5. cooperativeness in all "planning" interactions.

(4) Given:

a. all relevant information regarding a hypothetical situation in which a previously planned and implemented instructional program had proved ineffective because the teacher-student verbal interaction teaching technique was found to be inappropriate for group size, and

b. a simulated Instructional Improvement Committee meeting in which other peer students play roles of unit leader/staff teachers; the student, in an hour's committee meeting, will participate with the other committee members in arriving at a decision as to whether group size, mode of presentation, or teaching technique is to be modified and how.

Each student will be individually evaluated on:

1. willingness to provide suggestions,
2. manner in which suggestions were made,
3. willingness to react to other suggestions,
4. manner in which reactions were made, and
5. cooperativeness in all "planning" interactions.

(5) The student will identify that the overall instructional program presented in an R & I Unit is the result of the combined efforts of all teaching personnel.

(6) The student will identify that the teaching personnel in an R & I Unit make unit-wide decisions regarding program planning, implementation, and evaluation in teams and committees.

(7) The student will identify that in an R & I Unit cooperative planning is used in the:

a. identification of the extent of subject matter coverage,
b. identification and selection of materials that are to be used,
c. decision of which teaching techniques are to be used,
d. means by which student progress is to be measured, and
e. means by which program evaluation is to be made.

(8) The student will identify that while unit-wide instructional decisions are made through cooperative planning, the decision regarding an appropriate instructional program for each child is made and executed by the certified teachers of the unit.

(9) Given situations involving decision-making, the student will identify those considered to be "instructional" decisions.

(10) Given situations in which instructional decision-making is indicated, the student will make and write down the decisions, and the position of the individual responsible for making the decision (principal, unit leader, teacher, Instructional Improvement Committee, School-Wide Policy Committee). The student will be evaluated on the correctness of the person he designates to make the decision, not necessarily the validity of the decision. (The validity measurement, however, can serve as a diagnostic device to point out areas in which the student could benefit by more experience.)

Treatment:

Implementation and extension of the program of individually guided education developed during previous simulation exercises.

Materials:

Previously developed materials for instruction in the elementary school.

Evaluation:

Unit staffs in cooperation with their school consultants and the university consultant(s) will evaluate.

Number: 1152 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Curriculum Techniques for Multisized Group Instruction

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 6

(1) The student will identify that the overall instructional program presented in an R & I Unit is the result of the combined efforts of all teaching personnel.

(2) The student will identify that the teaching personnel in an R & I Unit make unit-wide decisions regarding program planning, implementation, and evaluation in teams and committees.

(3) The student will identify that in an R & I Unit cooperative planning is used in the:

- a. identification of the extent of subject matter coverage,
- b. identification and selection of materials that are to be used,
- c. decision of which teaching techniques are to be used,
- d. means by which student progress is to be measured, and
- e. means by which program evaluation is to be made.

(4) The student will identify that while unit-wide instructional decisions are made through cooperative planning, the decision regarding an appropriate instructional program for each child is made and executed by the certified teachers of the unit.

(5) Given situations involving decision-making, the student will identify those considered to be "instructional" decisions.

(6) Given situations in which instructional decision-making is indicated, the student will make and write down the decisions, and the position of the individual responsible for making the decision(principal, unit leader, teacher, Instructional Improvement Committee, School-Wide Policy Committee). The student will be evaluated on the correctness of the person he designates to make the decision, not necessarily the validity of the decision. (The validity measurement, however, can serve as a diagnostic device to point out areas in which the student could benefit by more experience.)

Treatment:

Large group instruction in a lecture with related videotapes.

Materials:

Related printed materials and videotapes.

Evaluation:

Paper and pencil objective test.

Number: 1153 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: The Administration of Individually Guided Education

Target Population: Admin.

Behavioral Objectives: 3

(1) Given the instruction to list the qualifications for members of a teaching staff for a multiunit school having three units, the student will identify the instructional needs for the school and describe the staff required.

(2) Given the requirement to select a teaching staff for a multiunit elementary school in a deprived area, the student will list the characteristics desired for the personnel.

(3) Given the requirement to place and to justify his placement of teachers in a school system that includes suburban schools, inner-city and rural schools, the students will use the data on the qualifications of the teachers and make the appropriate assignments.

Treatment:

Students will be given case materials which include the following:
(1) A detailed description of the pupils and attendance area of a "deprived" school in a system the school being scheduled to organize as a multiunit elementary school of three units.
(2) Brief descriptions of the pupils and attendance areas of a suburban and a rural school in the same system.
(3) Descriptions of the specializations and personalities of about 50 teachers to be assigned in the system.

The student will then assign the teachers to each of the three schools, and to the three units within the "deprived" school. He will discuss these with a small group of his colleagues, and revise his assignments as a result.

Materials:

Printed materials and case materials to be developed.

Evaluation:

Small-group critique. Instructor's evaluation of the revised assignments submitted by each student.

Number: 1154 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: The Administration of Individually Guided Education

Target Population: Admin.

Behavioral Objectives: 4

(1) The student will identify the time and space requirements for the following major forms of individualized instruction:
- a. small group activities
- b. large group activities
- c. tutorial activities, and
- d. independent study.

(2) Given the requirement to incorporate a small group session of individualized instruction into the schedule, the student will allocate appropriate time and room for the program.

(3) Given the requirement to incorporate a large group session of individualized instruction into the schedule, the student will allocate appropriate time and room for the program.

(4) Given the requirement to incorporate a tutorial session of individualized instruction into the schedule, the student will allocate appropriate time and room for the program.

Treatment:

Following a large-group lecture on time and space requirements for a program of individually guided education, the student will be given case materials describing a week's instruction plans for all three units in a hypothetical multiunit elementary school and a copy of the floor plan of the school. His assignment will be to allocate both time and space to the scheduled activities in order to optimize instruction. Students will then meet in small groups with an instructor to discuss their work, and to revise their allocations as a result of the discussion. The student, while functioning as the administrator of a multiunit elementary school, will keep a record for five weeks of decisions made concerning the allocation of time and space to various instructional activities. Using this record, he will analyze both the efficiency and effectiveness of time and room utilization. He will submit this report to the university instructor and to a meeting of his unit leaders at which the university instructor is present.

Materials:

Trump, L. *Images of the Future.*
Case materials and printed materials to be developed.

Evaluation:

Small-group discussion, weekly assessment by building personnel; critique by university professor and unit leaders.

Number: 1155 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: The Administration of Individually Guided Education

Target Population: Admin.

Behavioral Objectives: 4

(1) Given the requirement to identify the teacher qualifications needed to set up a complete staff for an elementary school, the student (administrator) will include the following:

a. specialization in each of the major subject areas--reading or language arts, mathematics, creative arts, science, social studies, health and physical education, learning resources, guidance center--and

b. teacher personalities that adapt to particular school needs.

(2) Given the instruction to list the qualifications for members of a teaching staff for a multiunit school having three units, the student will identify the instructional needs for the school and describe the staff required.

(3) Given the requirement to select a teaching staff for a multiunit elementary school in a deprived area, the student will list the characteristics desired for the personnel.

(4) Given the requirement to place and to justify his placement of teachers in a school system that includes suburban schools, inner-city and rural schools, the students will use the data on the qualifications of the teachers and make the appropriate assignments.

Treatment:

During his on-the-job performance as administrator of a multiunit elementary school, the student will undertake a study of staffing needs in at least two elementary schools in his district, including his own school and one school in a deprived area. He will develop a brief paper describing these needs. He will then examine central office records of teacher applicants, and develop recommendations concerning the employment and assignment of them. He will submit this paper and the recommendations to the superintendent and to the university instructor.

Materials:

Teacher records. District and School Records.

Evaluation:

Critique by the university instructor.

Number: 1156 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) The student will acquire one year of service as an inter.
(2) The student will serve in two different R & I Units.

Treatment:

The student will assume internship responsibility in two separate R & I units, under the leadership of two unit leaders and several teachers, during two consecutive public school semesters.

The student will fulfill specific time modules as determined by the Instructional Improvement Committee, staff, System Wide Policy Committee and teacher training institution.

Materials:

Fullerton, W. and Griffith, L. The Student Teacher and Team Teaching.
Klausmeier, H. J.; Morrow, R. G.; and Walter, J. E. "The Multiunit Organization (R & I Units) and Elementary Education in the Decades Ahead." Position Paper prepared for context of Instruction Organization.

Evaluation:

A record of assignment and attendance will be kept.

Number: 1157 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S

Behavioral Objectives: 1

The student will participate in all appropriate functions within an R & I Unit.

Treatment:

The student will meet with members of the instructional unit at all scheduled planning sessions and participate in the following regular unit activities:

(1) Instruction Decision Making--selecting materials and designing educational experience for the pupils in the unit.
(2) Diagnosing Pupil Characteristics--aid unit personnel in selecting, administering and interpreting diagnostic inventories.
(3) Research, Development and Innovation--evaluation, experimentation, and implementation of educational strategies and procedures.
(4) Cooperation Sharing within and among the units.

Materials:

Klausmeier, H. J. and Cook, D. M. "Project MODELS: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Research and Development." Wisconsin Research and Development Center.

Evaluation:

The student and unit leader will keep a record of the student's activities.

Number: 1158 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will progressively acquire responsibility and initiative within the R & I Units.

Treatment:

The intern, after a transitional period of observation, participation and preparatory conferences will assume gradual responsibility for class size group, small-group and one-to-one instruction. The exact time schedule, and specific steps to full responsibility will vary with the individual ability and interests of the intern, and specific needs of the R & I Unit. Such decisions will be made by the members of the instructional unit and the intern.

Materials:

Student Field Experience Handbook. College of Education, The University of Toledo. Klausmeier, H. J.; and Cook, D. M. "Project MODELS: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Educational Research and Development." Wisconsin Research and Development Center.

Evaluation:

A record of the experiences of the intern will be kept by both intern, team members and unit leader for evaluation and future direction.

Number: 1159 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will identify the following as functions of the unit leader:

a. development of an individualized program for each intern with the cooperation of the intern and the Instructional Improvement Committee

b. guidance and integration of the intern into the instruction, planning and research functions of the R & I Unit

c. evaluation of intern performance.

Treatment:

The student will become thoroughly familiar with the role of the unit leader, as it relates to the internship.

Materials:

Student Field Experience Handbook. College of Education, The University of Toledo.

Evaluation:

The student will prepare a statement describing the role of the unit leader as it relates to the internship.

Number: 1160 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list the factors that determine the program and schedule of an intern.

Treatment:

The student will be assigned to prepare a list of pertinent information concerning the intern such as:

(1) academic strengths and weaknesses,
(2) area of specialization,
(3) personal characteristics and interests,
(4) teaching level preferences, and
(5) the intern academic time schedule.

Materials:

Data from teacher training institution. Intern's personal inventory.

Evaluation:

Student will prepare the intern's personal and academic inventory to be used in unit planning of the intern's teaching responsibility.

Number: 1161 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: In-S.

Behavioral Objectives: 2

(1) Given the academic and personal characteristics of an intern, the student will prepare an individualized program for the intern's service in his unit.

(2) Given the academic and personal characteristics of an intern, the teacher will prepare a schedule of the redefinition of the intern's role during the first half of his internship, specifying successive approximations of the role of certificated teacher.

Treatment:

The student will confer with the intern, analyze the personal data inventory and attempt to match the strengths, interests and personal characteristics of the intern with the educational needs of the pupils, as well as the personal characteristics of pupils and teachers in the units. The student will plan, with the intern, a tailor-made program, to utilize the intern's individual strengths and to provide educational experiences designed to strengthen his weaknesses.

The student will plan with the intern a balanced program of one-to-one, small group and class size group activities.

Materials:

Klausmeier, H. J.; Morrow, R. G.; and Walter, J. A. "The Multiunit Organization (R & I Units). Elementary Education in the Decades Ahead." Position Paper prepared for Context of Instructional Organization.

Intern personal data inventory. Pupil data. Data concerning instructional needs of unit.

Evaluation:

The student will confer regularly with intern and members of the instructional unit.

Number: 1162 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: In-S.

Behavioral Objectives: 1

Given the characteristics of an intern and a record of his performance during the first half of his internship, the student will prepare the schedule of the redefinition of the role of the intern during the second half of his internship, specifying a series of successive approximations culminating in behavior identical to that of a certificated teacher.

Treatment:

The student will prepare an evaluation of the intern's performance during first half of the internship. He will:
(1) Use tools such as observation, conferences with unit members and interns, interaction analysis techniques, and student attitudes inventories.
(2) Evaluation intern performance in the following areas--instruction (large group, small group and individual instruction) pupil-teacher interaction, and participation in instructional decision making, diagnosing pupil characteristics, research, development and sharing activities of the unit.

Materials:

Flanders, N. A. and Amidon, E. J. The Role of the Teacher in the Classroom. Simon, A. and Boyer, E. G. (Eds.). Mirrors for Behavior. Interaction--Analysis Instruments. Reports of unit members.

Evaluation:

Joint discussion and assessment by instructional unit.

Number: 1163 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: In-S.

Behavioral Objectives: 1

The student will implement the program and schedule for the intern under his leadership, making revisions when necessitated by the level of intern performance.

Treatment:

Student will provide the time, support and instructional facilities necessary to implement the program jointly planned by student and intern. The student will continuously aid the intern in the process of self-evaluation, and provide sufficient flexibility to permit readjustment based on above evaluation.

Materials:

Ishler, R. "An Experimental Study Using Withall's Social-Emotional Climax Index to Determine the Effectiveness of Feedback as a Means of Changing Student Teachers Verbal Behavior," Journal of Educational Research.

Interaction Analysis and Feedback Techniques.

Evaluative check-list of educational objectives, methods and student performance.

Evaluation:

Intern assessment of facilitative or non-facilitative environment. Observation of intern performance.

Number: 1164 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will identify areas of strength and weakness in his teaching activities and participate in activities to upgrade his teaching techniques.

Treatment:

The student will take specific steps in self-evaluation, by means of:
(1) Evaluation of his behavioral objectives for instruction.
(2) Interaction-Analysis Techniques.
(3) Evaluation of pupil attitude and interest in the learning situation.
(4) Evaluation of personal knowledge of pupil strengths, weaknesses, and interests.
(5) Evaluation of pupil responses elicited from the kinds of questions presented.

Materials:

Bloom, B. S. (Ed.). Taxonomy of Educational Objectives: Cognitive Domain. Mager, R. F. Preparing Instructional Objectives. Sanders, N. M. Classroom Questions, What Kinds. Simon, A. and Boyer, E. G. (Eds.). Mirrors for Behavior.

Evaluation:

The student will record his areas of weakness. He will use this record as a guide for planning improvement in teaching techniques and strategies. He will use this record to evaluate his improvement.

Number: 1165 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given the instruction to justify to the unit leader the teaching techniques he uses in multisized group instruction, the student will write an appropriate statement.

Treatment:

The student will review recommended literature on teaching small group, large group and individual instruction. He should have an understanding of the relationship between the size of the group and teaching techniques used.

Materials:

Johnson, R. H. and Hunt, J. *Rx for Team Teaching*. Skinner, B. F. *The Technology of Teaching*.

Evaluation:

The student will prepare a written rationale for methods and techniques used in teaching large groups, small groups and individuals.

Number: 1166 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: In-S.

Behavioral Objectives: 1

The student (team leader) will guide other in-service teachers and interns in the application of teaching techniques involving:

a. individually guided education,

b. instructional decision-making, and
c. cooperative planning.

Treatment:

The unit leader will assume the responsibility for in-service training for teachers and interns in the multiunit school, by

(1) demonstrating and discussing methods of diagnosing pupil strengths and weaknesses
(2) directing the design of individual pupil programs to meet these specified needs
(3) planning with unit members, one-to-one, small group, and class group activities for all pupils in the unit
(4) demonstrating and discussing possible teaching techniques for various groupings
(5) coordinating the plannings, research and evaluation of members of instructional unit
(6) by directing members toward decision making, commitment, and implementation

Materials:

Klausmeier, H.J.; Morrow, R.; and Walter, J.E. "The Multiunit Organization (R & I Units) and Elemantary Education in the Decades Ahead," Position Paper for Context of Instructional Organization.
Informal diagnostic inventories.

Evaluation:

Each teacher and intern will design a sample lesson plan based on diagnosis, behavioral objectives, appropriate content and method best suited to prepared behavioral objectives.

Each teacher and intern will design a plan of organizational experiences--one-to-one, small group and class group for a specific pupil or group of pupils.

Each intern will make a list of human behavior necessary in decision making and implementation.

Number: 1167 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Admin.

Behavioral Objectives: 1

The student will identify the criteria for successful completion of internship and certification.

Treatment:

The student will prepare a written list of criteria, as determined by:
(1) The teacher training institution,
(2) System Wide Policy Committee, and
(3) State Department of Public Instruction.

Materials:

State Department Certification Brochure. College of Education Bulletin. System Wide Policy Regulations.

Evaluation:

Analysis of written criteria.

Number: 1168 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Admin.

Behavioral Objectives: 2

(1) The student will evaluate the performance of all interns.
(2) The student will write a recommendation for a given intern based on the intern's performance and the unit leader's evaluation.

Treatment:

The student will write a written evaluation and recommendation as determined by the following collected data:
(1) His observation of the classroom performance of the intern.
(2) His observation of the intern's ability to work cooperatively in a multiunit organization.
(3) The evaluation of the intern, by the unit leader, and the members of the instructional staff.

Materials:

Observational instruments. Written check list. Interaction analysis matrices.

Evaluation:

Analysis of written evaluation and recommendation.

Number: 1169 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Admin.

Behavioral Objectives: 1

The student will identify the elements necessary within the organization for the professional development and induction into teaching of the intern and provide these elements in his respective building or system.

Treatment:

The student will organize a workshop prior to the opening of school to familiarize the staff with those elements necessary for the personal development and induction of the intern into the multiunit organization, such as flexibility, cooperativeness, and spirit of inquiry.

Materials:

Klausmeier, H. J.: Morrow, R. G.; and Walter, J. "The Multiunit Organization (R & I Units) and Elementary Education in the Decades Ahead." Position Paper prepared for Context of Instructional Organization.

Evaluation:

On-the-job performance of intern.

Number: 1170 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Admin.

Behavioral Objectives: 1

The student will identify the teaching techniques used by the teachers in his school system.

Treatment:

The student will guide the intern in:
(1) the use of informal diagnostic techniques
(2) matching instruction to indicated needs
(3) systematic record keeping
(4) organizing task groups based on need, activity, or interest, in various areas of curriculum
(5) selecting the appropriate grouping and method of instruction.

Materials:

Informal diagnostic inventories in subject areas. Record and check list forms.

Evaluation:

The student will critique the intern's written plans for individualizing instruction and presentation of subject matter.

Number: 1171 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Instruction

Topic: Internship

Target Population: Admin.

Behavioral Objectives: 1

Given the instruction to explain the use of the teaching techniques such as individualized instruction and multisized group instruction to parents, educators from other school systems, and other interested personnel, the student will write an outline of an appropriate statement.

Treatment:

The student will include the intern in the building workshop held prior to the opening of school, at which time he will clarify the specific roles of building personnel, and the interrelated procedures of the multiunit organization.

Materials:

Klausmeier, H. J. and Cook, D. M. "Project MODELS: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Research and Development," Wisconsin Research and Development Center.
Klausmeier, H. J.; Morrow, R. G.; and Walter, J. E. "The Multiunit Organization (R & I Units) and Elementary Education in the Decades Ahead," Position Paper prepared for Context of Instructional Organization.

Evaluation:

Individual conference of administrative building personnel and intern.

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NECESSARY TRAINING FOR RESEARCH AND DEVELOPMENT

Number: 1001 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 3

(1) The student will define the following terms:
  a. ex post facto research
  b. experimental research.
(2) The student will define the following terms:
  a. constant
  b. variable
  c. dependent variable
  d. independent variable
  e. confounding of variables.
(3) The student will define the following terms:
  a. hypothesis
  b. research hypothesis
  c. statistical (or null) hypothesis
  d. problem statement.

Treatment:

Presentation of the meaning of each term through lecture; illustration and discussion of examples.

Materials:

Wiersma, W. *Research Methods in Education: An Introduction.*
Text(s) or parts of texts which contain descriptive definitions.

Evaluation:

On a paper and pencil test the student will be asked to define the terms; classify several examples within each grouping of terms; produce his own examples of each.

Number: 1002 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given a list of research situations, the student will identify each as ex post facto or experimental research.

Treatment:

Illustrations and discussions of examples; cooperative development of examples; individual identification and study of examples in the literature.

Materials:

Kerlinger, F. N. Foundations of Behavioral Research: Educational and Psychological Inquiry.

Text(s) which contain(s) discussion and illustration of the above, library references, exercises, and special handouts.

Evaluation:

On a paper and pencil test the student will be required to classify examples of the above and produce examples of his own illustrating each type of research.

Number: 1003 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given a specific research situation, the student will list the elementary student characteristics involved and identify each as a constant, an independent variable, or a dependent variable.

Treatment:

Illustration and discussion of several specific examples involving the terms above; cooperative developments of examples; individual study of [illegible] examples in the literature.

Materials:

Kerlinger, F. N. Foundations of Behavioral Research: Educational and Psychological Inquiry.

Text(s) which contain(s) discussions and illustrations of the above exercises, and special handouts.

Evaluation:

On a paper and pencil test the student will be asked to identify each from examples presented and produce situations on his own illustrating each. The student will prepare abstracts of research situations reported in the literature and in these abstracts identify and list the above.

Number: 1004 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) Given the instruction to list five criteria for a valid hypothesis and problem statement, the student will list:

a. a well-defined and specific problem,
b. clearly identified variables,
c. a problem possessing a context, possibly set into a theory,
d. a problem explicitly or implicitly stated in the hypothesis, and
e. a check on the assumptions underlying the problem.

(2) Given the instruction to list the bases of a hypothesis, the student will list the following factors:

a. the original problem,
b. an organized body of information relating to the problem, and
c. a related theory, if one exists.

Treatment:

Presentation of the meaning of the criteria and bases through lecture and illustration. Cooperative consideration and development of examples. Individual identification and study of examples in the literature.

Materials:

Wiersma, W. Handbook of Research Methodology for Teachers in R & I Units.

Text(s) which contain(s) discussions and illustrations of the above, exercises, and special handouts.

Evaluation:

On a paper and pencil test the student will be required to assess (and justify the assessment) of several hypotheses and research problem situation, on the basis of the criteria.

Number: 1005 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given a list of hypotheses, the student will identify each as being a research hypothesis or a statistical hypothesis.

Treatment:

Illustration of the meaning of each type of hypotheses through lecture and discussion. Cooperative development and discussion of examples.

Materials:

Wiersma, W. *Research Methods in Education: An Introduction*.
Text(s) which contain(s) discussions of each type. Special handouts illustrating each type.

Evaluation:

On a paper and pencil test the student will differentiate between types of hypotheses by presenting examples of each.

Number: 1006 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) Given a specific unit situation, the student will write specific objectives for experimental research from which he will write a valid problem statement and a valid hypothesis using the criteria for valid hypotheses and problem statements.

(2) Given sufficient and concise information, either from prior [illegible] empirical data or *a priori* descriptions, the student will write a valid hypothesis for ex post facto research.

Treatment:

Presentation and illustration through discussion; cooperative development of examples; consideration of already existing examples in the literature; and individual study of examples in the literature.

Materials:

Kerlinger, F. N. Foundations of Behavioral Research; Educational and Psychological Inquiry.
Text discussions dealing with the above. Special handouts and exercises illustrating the above Library materials and hypothetical or real research data.

Evaluation:

On a paper and pencil test the student will be asked to prepare valid hypothesis and research problem statements, given adequate background and "situation" information; the student will independently prepare several valid hypotheses and research problem statements.

Number: 1007 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statement and Hypotheses

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the hypothesis and required data, the student will perform ex post facto research to determine and interpret the relationship between the variables involved.

Treatment:

Present the student with example data sets and related hypotheses and cooperatively work through ex post facto research. Individual work by the student with additional examples.

Materials:

Popham, W. J. Educational Statistics: Use and Interpretation.
Data sets and related hypotheses from hypothetical or real research studies, text(s) containing the appropriate techniques and related formulas, calculators or computational devices.

Evaluation:

The student will independently complete several examples of ex post facto research beginning with real or hypothetical data sets and related hypotheses.

Number: 1041 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development.

Topic: Types of Research and Formulation of Problem Statements and Hypotheses

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will define the following terms:
    a. ex post facto research
    b. experimental research.
(2) The instructor will define the following terms:
    a. constant
    b. variable
    c. dependent variable
    d. independent variable
    e. confounding of variables.
(3) The instructor will define the following terms:
    a. hypothesis
    b. research hypothesis
    c. statistical (or null) hypothesis
    d. problem statement.

Treatment:

Presentation and discussion of the above terms; illustration by use of examples; and individual study--all conducted through a practicum type institute in research methods, designed for college and university personnel.

Materials:

Wiersma, W. Research Methods in Education: An Introduction.

Text(s) dealing with the above concepts; special handouts describing examples of research in which the above appear. Reference materials, especially publications involving research reports.

Evaluation:

In a written report(s) the student will be asked to use the above terms appropriately in the context of specific research projects.

Number: 1042 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statements and Hypotheses

Target Population: C/U

Behavioral Objectives: 2

(1) Given the instruction to list five criteria for a valid hypothesis and problem statement, the instructor will list:
    a. a well-defined and specific problem,
    b. clearly identified variables,
    [illegible]

c. a problem possessing a context, possibly set into a theory,
d. a problem explicitly or implicitly stated in the hypothesis, and
e. a check on the assumptions underlying the problem.

(2) Given the instruction to list the bases of a hypothesis, the instructor will list the following factors:

a. the original problem,
b. an organized body of information relating to the problem, and
c. a related theory, if one exists.

Treatment:

Presentation and discussion of research problem statement and hypothesis development; illustration by use of examples; and individual study--all conducted through a practicum type institute in research methods, designed for college and university personnel.

Materials:

Kerlinger, F. N. Foundations of Behavioral Research; Educational and Psychological Inquiry.

Text(s) dealing with the development or research problem statements and hypotheses, special handouts involving examples in which the above appear, and reference materials.

Evaluation:

Given adequate context and background information, the student will be asked to write research problem statements and hypotheses for specific research situations.

Number: 1043 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statements and Hypotheses

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will identify specific areas within his area of specialization in which research is needed.

(2) The instructor will identify areas for research within his area of specialization for which each of the following research techniques would be appropriate:

a. ex post facto research
b. experimental research
c. survey method
d. systematic observation.

Treatment:

Cooperative discussion and consideration of research needs and procedures within areas of specialization. Individual study for background. Small group discussion and identification of research needs (small groups formed by individuals in the same area).

Materials:

Kerlinger, F. N. Foundations of Behavioral Research: Educational and Psychological Inquiry.
Text(s) and handout materials dealing with research in the respective areas, reference materials, and text(s) containing discussions of different types of research.

Evaluation:

The student will be asked to prepare a brief written report(s) identifying (and describing) need research in his respective area and submit the reports to his small group for an oral critique.

Number: 1044 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Types of Research and Formulation of Problem Statements and Hypotheses

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will select a topic for research in his area of specialization, and write specific objectives for the research.
(2) The instructor will write a valid problem statement and valid hypotheses for the research problem identified in the previous objective.

Treatment:

Based on previous background relative to the identification of research needs in his area of specialization, the student will individually write objectives, problem statement, etc. as appropriate for the selected topic of research.

Materials:

Galfo, A. J. and Mill, E. Interpreting Educational Research.
Text(s) dealing with statements of research problems and reference materials.

Evaluation:

The student will submit his statement of objectives, etc., for a critique by a small group of his peers in the same area of specialization.

Number: 1008 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will define the following terms and give examples to demonstrate comprehension.

- a. true experimental design
- b. quasi-experimental design
- c. control
- d. control group.

(2) The student will define the following terms and give examples to demonstrate comprehension.

- a. post-test only control group design
- b. pre-test post-test control group design
- c. Solomon four group design
- d. counter-balanced design
- e. repeated measure design
- f. non-equivalent control group design
- g. time design.

Treatment:

Presentation of the meaning of each term through lecture, with illustration and discussion of examples. Identification and description of the types of designs in the research literature.

Materials:

Campbell, D. T. and Stanley, J. C. Experimental and Quasi-Experimental Designs for Research.

Text(s) which contain descriptive definitions of the above, library references, and research periodicals.

Evaluation:

On a paper and pencil test the student will be asked to define and illustrate the various terms (designs) and with the designs, differentiate by presenting contrasting characteristics; produce independently examples of each type of design.

Number: 1009 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Materials:

Wiersma, W. Handbook of Research Methodology for Teachers in R & I Units.
Text(s) defining and illustrating the requirements, and experimental studies from the research literature.

Evaluation:

The student will independently assess several experimental studies in terms of their meeting the above requirements; on a paper and pencil test the student will be asked to illustrate each requirement.

Number: 1011 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a valid problem statement, valid hypotheses, and the experimental setting, the student will select an appropriate experimental design and implement the experiment according to the requirements of a good experiment.

Treatment:

Presentation and illustration of the above concepts through lecture and discussion. Presentation to the student of examples of valid problem statements, hypotheses, and the experimental setting for him to cooperatively and independently select the design and implement the experiment.

Materials:

Galfo, A. J. and Miller, E. Interpreting Educational Research.
Text(s) discussing the above concepts and special handouts providing the background information suggested above.

Evaluation:

On a paper and pencil test the student will be provided with the appropriate background information and be asked to select an appropriate experiment and implement it for several experimental situations.

Number: 1012 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will define internal validity and external validity.
(2) The student will list the criteria for adequate internal and external validity.

Treatment:

Presentation of the meaning of each term through lecture; illustration and discussion of each term.

Materials:

Campbell, D. T. and Stanley, J. C. Experimental and Quasi-Experimental Designs for Research.
Text(s) which contain(s) descriptive definitions and illustrations of the above.

Evaluation:

On a paper and pencil test the student will be asked to present descriptive definitions of the above.

Number: 1013 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will define the following terms:
    a. sampling
    b. simple random sampling
    c. stratified random sampling
    d. judgment sampling.
(2) The student will define the following terms:
    a. strata
    b. method of allocation
    c. proportional allocation
    d. stratifying variable.

Treatment:

Presentation of the meaning of each term through lecture. Illustration and discussion of each term.

Materials:

Wiersma, W. Research Methods in Education: An Introduction.
Text(s) containing definitions of the above and supplementary handouts or examples from the literature illustrating each.

Evaluation:

On a paper and pencil test the student will be asked to define and illustrate each of the terms.

Number: 1014 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a specific experimental design to be implemented, the student will determine whether the internal and external validity of the experiment meet the criteria for adequacy.

Treatment:

The student will be presented with several experimental studies and these studies will be assessed (cooperatively and later individually by the student) in terms of how well the studies meet the criteria for adequacy. The student will be presented with specific designs and a discussion of how they apply to various specific situations.

Materials:

Kerlinger, F. N. Foundations of Behavioral Research; Educational and Psychological Inquiry.
Text(s) containing a discussion of external and internal validity of an experiment, and special handouts or periodical reports which include specific experimental designs.

Evaluation:

On a paper and pencil test the student will be asked to assess the adequacy of the experimental validity of several specific experimental designs as applied to specific experiments.

Number: 1015 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the experimental design and the necessary data, the student will select the appropriate type of sampling to be used and employ the proper procedure in selecting the sample.

Treatment:

Present the student with:
(1) a hypothetical research situation, and
(2) a real research situation from one or more R & I Units,
both situations requiring sampling. Cooperatively discuss and develop the sampling procedure. Provide the student with several research situations for which he is to develop the sampling procedure--some of these to be done cooperatively (with peers, available unit leaders, professors) and the remainder independently.

Materials:

Wiersma, W. Research Methods in Education: An Introduction.
Text(s) which contain(s) discussions of sampling procedures, special materials illustrating the use of sampling procedures, and exercises and handouts.

Evaluation:

The student will be asked to demonstrate, either through an oral discussion or by responding to written items consisting of descriptions of research situations the selection and application of sampling procedures.

Number: 1016 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will participate in the design and implementation of various experiments carried out within an operating R & I Unit within the multiunit organization.

Treatment:

The student will be familiarized with process by which experiments are designed and implemented in an R & I Unit. The student will be placed in an operating R & I Unit and cooperatively with the unit leader, teachers and consultants participate in designing and implementing experiments.

Materials:

Use of special handouts and videotapes on the research and development activities (specifically design and implementation of experiments) of an operational R & I Unit. Any specific material such as curriculum materials associated with the specific experiment.

Videotape "Research and Development Activities." Wisconsin R & D Center.

Evaluation:

The student will be assessed by other professional members of the unit and consultants as to the extent and "quality" of participation in design and implementation of experiments; the assessment instrument will vary somewhat depending upon the specific "within unit" situation.

Number: 1017 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list the four measurement scales and describe each.

Treatment:

Presentation and illustration of the scales through lecture and discussion.

Materials:

Thorndike, R. L. and Hagen,E. *Measurement and Evaluation in Psychology and Education.*

Text(s) which contain(s) a discussion of the types of measurement scales.

Evaluation:

On a pencil and paper test the student will be asked to list and define the four measurement scales.

Number: 1018 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a complete description of an experiment, the student will select the appropriate measurement scale.

Treatment:

Presentation of descriptions of experiments, both orally and written, with special emphasis upon the measurement scale(s) used. Cooperative discussion of such examples. Exercises with descriptions of experiments *without having measurement scales designated*, for which the student will independently select the appropriate measurement scales.

Materials:

Wiersma, W. *Research Methods in Education: An Introduction*.
Special handouts and exercises, and text(s) containing a discussion of the use of appropriate measurement scales.

Evaluation:

On a paper and pencil test the student will be asked to designate and justify the appropriate measurement scales for several descriptions of experiments.

Number: 1019 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given a design (or an example of a study from the literature) which fails to meet one or more of the criteria specified above, the student will identify the error and indicate how it might be corrected.

Treatment:

Presentation and discussion of examples of experiments in which there are measurement errors.

Materials:

Special handouts and exercises that involve errors of measurement.

Evaluation:

On a paper and pencil test (or oral examination) the student will be asked to identify and explain any measurement errors that might exist in several descriptions of experiments.

Number: 1035 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: In-S.

Behavioral Objectives: 1

The student will guide and assist the intern or new teacher in:
- a. the determination of problem areas within the unit of the multiunit organization and the subsequent statements of problem and hypotheses for experimental research
- b. the design and implementation of experiments
- c. collecting analyzing, and interpreting data resulting from experimentation
- d. modification or creation of instructional materials or technology as deemed necessary by the experimental results.

Treatment:

Unit leaders of a multiunit school will cooperatively discuss with the principal, central staff consultants and university personnel, the functions or activities listed in (a) through (d) above. Unit leaders in turn will conduct similar discussions with the unit teachers also including consultants as appropriate.

Materials:

Wiersma, W. Handbook of Research Methodology for Teachers in R & I Units.

Text(s) dealing with experimental design, data collection, etc. Special manuals or the like with titles such as "Guidelines for the Successful Operation of an R & I Unit" or "The Activities and Functions of a Teacher in an R & I Unit."

Evaluation:

Regular written and oral (discussions) critiques of unit operation for each unit by the principal, unit personnel, and consultants (university and central staff).

Number: 1045 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: C/U

Behavioral Objectives: 7

(1) The instructor will define the following terms:
- a. true experimental design
- b. quasi-experimental design
- c. control
- d. control group.

(2) The instructor will define the following terms:
- a. post-test only control group design
- b. pre-test post-test control group design
- c. Solomon four group design
- d. counter-balanced design
- e. repeated measure design
- f. non-equivalent control group design
- g. time design.

(3) Given the instruction to list four requirements of a good experiment, the instructor will list the following specifications:
- a. absence of systematic error,
- b. data capable of being adequately analyzed through appropriate statistical procedures,
- c. sufficient range of external validity, and
- d. simplicity.

(4) The instructor will define internal validity and external validity.

(5) The instructor will list the criteria for adequate internal and external validity.

(6) The instructor will define the following terms:
- a. sampling
- b. simple random sampling
- c. stratified random sampling
- d. judgment sampling.

(7) The instructor will define the following terms:
- a. strata
- b. method of allocation
- c. proportional allocation
- d. stratifying variable.

Treatment:

Presentation and discussion of the above concepts; illustration by use of examples; individual study--all conducted through a practicum type institute in research methods designed for college and university personnel. At least part of the instruction of the institute presented operationally as instruction in an R & I Unit.

Materials:

Wiersma, W. Research Method in Education: An Introduction.
Text(s) dealing with the above concepts; special handouts of examples, exercises, and reference materials.

Evaluation:

On a paper and pencil test the student will be asked to provide descriptive definitions of the above concepts, and/or illustrate the concept in an appropriate context.

Number: 1046 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will list the four measurement scales and describe each.
(2) The instructor will list the criteria for determining the appropriateness of the measurement scales listed for the immediately preceding objective.

Treatment:

Presentation and discussion of the above concepts and the illustration of their use by examples. Individual study.

Materials:

Thorndike, R. L. and Hagen, E. Measurement and Evaluation in Psychology and Education.
Text(s) dealing with the above concepts and exercises.

Evaluation:

The student will be asked to differentiate between and describe the different measurement scales and to indicate the type of scale used when presented with several examples, measurement situations--either paper and pencil test or informal oral exam in a small group.

Number: 1047 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: C/U

Behavioral Objectives: 1

Given a research project that requires the use of university facilities or students, the instructor will submit a request for use of the facilities and personnel to the appropriate persons. The request will include:

a. an outline of the research project,
b. a list of the facilities and personnel needed, and
c. an estimate of the time and the expense to the university.

Treatment:

Practicum type, cooperative development of planning, followed by individual study and individual planning. Implementation of the research in an appropriate situation of the student's own choice.

Materials:

Campbell, D. T. and Stanley, J. C. Experimental and Quasi-Experimental Designs for Research.

Text(s) dealing with the selection of research methods, etc. Materials for conducting the specific experiment and implementing the research.

Evaluation:

The student's planning and implementation of the research will be critiqued by a small panel of his peers.

Number: 1048 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Experimental Design and Implementation

Target Population: C/U

Behavioral Objectives: 1

Given a research project that requires the use of university facilities or students, the instructor will submit a request for use of the facilities and personnel to the appropriate persons. The request will include:

a. an outline of the research project,
b. a list of the facilities and personnel needed, and
c. an estimate of the time and the expense to the university.

Treatment:

Discussion of the procedures for submitting a "Request for Facilities, Personnel and Materials for Research Purposes," form. Examples of the use of the form.

Materials:

Forms as indicated above and example forms already completed.

Evaluation:

The individual to whom the forms are submitted will check them for adequacy. Any forms not adequately completed will be discussed with the student submitting the form.

Number: 1020 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 5

(1) The student will define and illustrate an appropriate use for each of the following terms:
- a. measures of central tendency
- b. mean
- c. median
- d. mode.

(2) The student will define and illustrate an appropriate use for each of the following terms:
- a. measures of variability
- b. range
- c. variance
- d. standard deviation.

(3) The student will define the following terms:
- a. histogram
- b. normal distribution.

(4) The student will define the following terms and indicate or exemplify appropriate uses for each:
- a. inferential statistics
- b. descriptive statistics
- c. statistics
- d. parameters.

(5) The student will define the term correlation and indicate its relationship to an index of correlation such as the Pearson-product-moment coefficient.

Treatment:

Presentation and illustration of each term through lecture and discussion. Consideration of examples, cooperatively and individually.

Materials:

Popham, W. J. Educational Statistics: Use and Interpretation.
Text(s) which defines and illustrates the use of the above concepts; special handouts and exercises that illustrate the meaning and use of the above terms; and programed texts as supplementary materials.

Evaluation:

The student will be asked to define and illustrate the use of each concept with a paper and pencil test or through an informal oral exam.

Number: 1021 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 5

(1) Given a set of test scores, the student will calculate the mean, median, and mode for the set of scores.
(2) Given a set of test scores, the student will find the range, variance, and standard deviation for that set of scores.
(3) Given an elementary student test score, the mean score, and the standard deviation, the student will calculate the individual standard score.
(4) Given a set of test scores, the student will construct a histogram and the distribution curve.
(5) Given the appropriate data, the student will calculate the correlation coefficient between two variables and identify the direction and extent of their relationship.

Treatment:

Computational procedures (and the rationale for them) will be presented through discussion and cooperative development. Cooperative solution of several examples. Individual solution of several examples.

Materials:

Walker, H. M. and Lev, J. Elementary Statistical Methods, rev. ed.
Text(s) containing discussions of computational procedures, computational manuals, desk calculators, special handouts of example solutions, and exercises.

Evaluation:

The student will be asked to individually complete several computational solutions and discuss the solutions (on a one-to-one basis) with an instructor (or director of the calculator center).

Number: 1049 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: C/U

Behavioral Objectives: 10

(1) The instructor will define the following terms:
  a. measures of central tendency
  b. mean
  c. median
  d. mode.

(2) Given a set of test scores, the instructor will calculate the mean, median, and mode for the set of scores.

(3) The instructor will define the following terms:
  a. measures of variability
  b. range
  c. variance
  d. standard deviation.

(4) Given a set of test scores, the instructor will find the range, variance, and standard deviation for that set of scores.

(5) Given an individual test score, the mean score, and the standard deviation, the instructor will calculate the individual standard score.

(6) The instructor will define the following terms:
  a. histogram
  b. normal distribution.

(7) The instructor will define the following terms:
  a. inferential statistics
  b. descriptive statistics
  c. statistics.

(8) The instructor will define the term correlation coefficient.

(9) Given the appropriate data, the instructor will calculate the correlation coefficient between two variables and identify the direction and extent of their relationship.

(10) The instructor will define the following terms:
  a. parameters
  b. alpha error
  c. beta error.

Treatment:

Presentation and discussion of the above concepts. Illustration by use of examples (including computational as appropriate). Individual study. Cooperative and individual solution of exercises--all conducted through a practicum type institute in research methods and statistical procedures for college and university personnel.

Materials:

Clarke, R. B.; Coledarci, A. P.; and Caffrey, J. Statistical Reasoning and Procedures.

Text(s) dealing with research methods and statistical procedures, computational manuals, desk calculators, computers (as applicable), and special handouts and exercises.

Evaluation:

Problem solutions, etc., will be checked for accuracy and any difficulties and inadequacies discussed either on a one-to-one basis or in small groups.

Number: 1050 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: C/U

Behavioral Objectives: 1

The instructor will compile, analyze, and interpret data accumulated as a result of his research in his area of specialization. Based on the results of these activities, he will correctly reject or accept the original hypotheses.

Treatment:

As part of a practicum type experience the student will compile, etc., the data of a specific research project and carry this activity to completion. Each student will work individually with supervision.

Materials:

Popham, W. J. Educational Statistics: Use and Interpretation.

Text(s) discussing data analysis, data of a specific research project, adequate facilities such as calculators and/or computers, and reference materials.

Evaluation:

Evaluation will be ongoing in the form of supervision while the activity is in process, final rejection or acceptance of hypotheses will be checked for accuracy based on the results and procedures of the research project.

Number: 1051 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: C/U

Behavioral Objectives: 1

The instructor will provide for the dissemination of the significant findings of his research to the appropriate persons and institutions.

Treatment:

Presentation and discussion of dissemination techniques and provision for dissemination consultants to work with the students on a short-term basis. Individual work on dissemination reports.

Materials:

Special brochures and videotapes on dissemination. Results of research projects and corresponding dissemination reports.

Evaluation:

Dissemination reports and procedures will be critiqued by a small panel consisting of peers, university and public school administrative personnel, and at least one dissemination consultant.

Number: 1061 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Statistical Analysis of Experimental Data and Interpretation of Results

Target Population: Supp.

Behavioral Objectives: 2

(1) The student will help the classroom teacher compile research data by:

- a. performing simple mathematics problems to aid in computing means and medians, and
- b. helping administer tests for research purposes.

(2) The student will compile and file reports on research activities in the classroom.

Treatment:

Participation in a short-term training program for teacher aides. Simulated experience with filing research reports, etc.

Materials:

Manual dealing with the functions, activities, etc., of teacher aides, test administration manuals, and special forms for compiling research information.

Evaluation:

The performance of the student will be assessed at least every four months by the unit leader and one other teacher of the unit. Assessment will be made using an established criterion and independent written reports submitted to the principal or other appropriate administrator.

Number: 1022 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the following types of errors in hypothesis testing:
  a. alpha error
  b. beta error.

(2) Given a set of resultant statistics from an experiment using sampling, the student will correctly reject or accept the original hypothesis.

Treatment:

Presentation of the meaning of the two types of errors by illustrating how they could occur in specific situations through lecture and discussion.

Materials:

Wiersma, W. Research Methods in Education: An Introduction.

Evaluation:

On a paper and pencil test the student will be presented with several research situations involving tests of hypotheses and he will be asked to identify the type of possible error and explain why this error is possible.

Number: 1023 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will list the factors to be considered in determining whether a specific standardized test is appropriate for a given target population.

(2) Given a target population and a standardized test, the student will determine whether the test is appropriate.

Treatment:

Presentation and illustration factors related to the selection of a test through lecture and discussion; cooperative selection of tests for several example situations for which target population and purpose are defined, followed by individual selection for similar example situations.

Materials:

Durost, W. N. and Prescott, G. A. Essentials of Measurement for Teachers.

Text(s) which describe test selection; special handout example situation and related exercises, descriptions of specific standardized tests, example test manuals.

Evaluation:

The student will be asked to select appropriate tests for several example situations for which target populations and purposes are specified--either paper and pencil test or individually administered oral exam.

Number: 1024 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the material or area upon which the elementary student is to be tested, the student will construct an appropriate test to determine particular areas of weakness or strength in order to adjust his instruction to the pupils' needs.

Treatment:

Practicum type, cooperative activity in test item construction; discussion and cooperative refinement of items; construction of the composite test from a population of items; and administration of the test and interpretation of results.

Materials:

Ross, C. C. and Stanley, J. C. Measurement in Today's Schools 3rd ed.
Text(s) dealing with principles and techniques of test construction.
Test construction materials including curriculum materials for the area to be tested.

Evaluation:

The student will be asked to submit his items, composite test and interpretation to a critique by his peers and/or other unit members and/or professors.

Number: 1025 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will define the following norms and list the weaknesses or limitations and the legitimate uses of each:

a. percentile rank
b. scaled (standard) scores
c. stanines
d. grade equivalent
e. mental-age equivalent
f. model-age equivalent
g. intelligence quotient.

Treatment:

Presentation and illustration of each of the above through lecture and discussion.

Materials:

Ross, C. C. and Stanley, J. C. Measurement in Today's Schools 3rd ed.
Text(s) defining and illustrating the above concepts.

Evaluation:

On a paper and pencil test the student will be asked to define and describe applications of each of the above.

Number: 1026 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will list the standardized tests of achievement and capacity for elementary students which are presently widely used, describe each, and give the advantages and/or disadvantages of each.

Treatment:

Cooperative discussion and consideration of the major standardized tests and their related manuals. Individual, in-depth study of several tests.

Materials:

Buros, O. The Sixth Mental Measurements Yearbook.
Major standardized tests, their manuals, and background materials. Reference materials pertaining to the tests. Catalogs or encyclopedias providing short descriptions of individual tests.

Evaluation:

The student will be asked to describe and justify the use of specific standardized tests for several real situations with elementary pupils.

Number: 1027 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given a test to be administered to the elementary students, the student will exercise control during the testing to ensure specified conditions.

Treatment:

The student will observe the administration of several tests in both simulated situations and actual unit situations. The student will administer several tests in both simulated and unit situations.

Materials:

Adequate copies of tests, related manual(s) and any other necessary materials (e.g., special pencils, stop watch) for administering specific tests.

Evaluation:

The student will be assessed by peers, professors and/or other unit personnel on his administration (including control) of one or more tests.

Number: 1028 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given the test results of particular elementary students on various standardized tests, the student will:

a. determine the reliability of the tests given the elementary students

b. evaluate the results for each student in relation to the national, regional, and local norms provided and also in relation to the individual student characteristics

c. determine an interval within which he may say with a prescribed confidence of being correct, that each student's true score lies.

Treatment:

Presentation of interpreting test results (including the determination of reliability coefficients) through discussion and lecture; cooperative discussion and interpretation of several, hypothetical and real, sets of test results. Individual work with similar types of examples.

Materials:

Thorndike, R. L. and Wagen, E. Measurement and Evaluation in Psychology and Education.

Text(s) containing discussions of interpreting test results, special handouts and exercises of test results, and test manuals.

Evaluation:

The student will be presented with one or more sets of test results and will be asked to provide the information and interpretations discussed above.

Number: 1029 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

Given data acquired through testing and experimental research, the student will suggest proper changes or creation of instructional material and/or technique.

Treatment:

Cooperative development (or alteration) of instructional techniques and/or materials by considering the data of several instructional experiments both hypothetical and real as secured from one or more R & I Units. Special instruction in dealing with procedures of constructing instructional materials.

Materials:

Data from several experiments. Special manuals on procedures dealing with procedures of constructing instructional materials.

Evaluation:

The student will present his suggested changes or new materials developed for a critique by his peers, professor(s) and/or other unit personnel; if applicable, new materials will be tested in an actual instructional situation.

Number: 1030 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will participate in the compiling, analyzing, and interpreting of data accumulated as a result of an experiment within an operating R & I Unit within the multiunit organization.

Treatment:

Data from several experiments, conducted in operating R & I Units will be cooperatively compiled, analyzed, interpreted and synthesized by a small group of students and one or more professors (simulated R & I Unit) and/or the personnel of a unit.

Materials:

Wiersma, W. Handbook of Research Methodology for Teachers in R & I Units.

Data from the several experiments. Guidelines for the systematic analysis, etc., of experimental data. Desk calculators. Computer.

Evaluation:

Students will individually analyze, etc., one or more sets of experimental data and submit the analysis, etc., for a critique by the other members of the R & I Units (either simulated or operational).

Number: 1052 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will list the factors to be considered in determining whether a specific standardized test is appropriate for a given target population.

(2) Given a target population and a standardized test, the instructor will determine whether the test is appropriate.

Treatment:

Presentation and discussion of measurement principles and test selection through a short-term workshop type experience. Individual and cooperative study of specific standardized tests.

Materials:

Thorndike, R. L. and Hagen, E. Measurement and Evaluation in Psychology and Education.

Text(s) dealing with measurement, samples of test kits consisting of appropriate standardized tests and manuals, and reference materials.

Evaluation:

The student will be presented with several descriptions of measurement situations and will be asked to select and justify the selection of standardized tests for the situations.

Number: 1053 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: C/U

Behavioral Objectives: 3

(1) Given the material or area upon which the university student is to be tested, the instructor will construct an appropriate test to determine particular areas of weakness or strength in order to adjust his instruction to the pupils' needs.

(2) Given a test to be administered to the university students, the instructor will exercise control during the testing to ensure specified conditions.

(3) The instructor will list the standardized tests of achievement and capacity for university students which are presently widely used, describe each, and give the advantages and/or disadvantages of each.

Treatment:

Individual study of standardized tests and related manuals in the area to be tested. Familiarization with the test administration of the test(s) selected.

Materials:

Standardized tests and test manuals, reference materials for specific tests as applicable, and any special equipment (e.g., stop watch) as necessary.

Evaluation:

Selection and administration of the test will be critiqued by a small panel (not to exceed three) of peers and/or measurement specialists.

Number: 1054 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: C/U

Behavioral Objectives: 1

The instructor will define the following norms and list the weaknesses or limitations and the legitimate uses of each.

- a. percentile rank
- b. scaled (standard) scores
- c. stanines
- d. grade equivalent
- e. mental-age equivalent
- f. modal-age equivalent
- g. intelligence quotient.

Treatment:

Presentation and discussion of the above type norms, with illustrating examples, as part of a short-term, workshop-type experience in measurement. Individual study of the uses of different types of norms.

Materials:

Ross, C. C. and Stanley, J. C. Measurement in Today's Schools.
Text(s) in measurement dealing with norms. Special handouts and exercises, including examples of uses of different types of norms.

Evaluation:

The student will be asked to describe and justify the use of each type of norm in one or more measurement situations. Paper and pencil test or oral exam.

Number: 1055 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Testing and Development

Target Population: C/U

Behavioral Objectives: 1

Given data acquired through testing and experimental research, the instructor will prescribe proper changes or creation of instructional material and/or technique.

Treatment:

Provided with the data and background information, the students will form into small groups and consider the changes, etc., working operationally as the personnel of an R & I Unit.

Materials:

Data and related information from research studies, reference materials, and instructional materials involved in the research studies.

Evaluation:

The recommendations, etc. of the group will be critiqued by: (a) measurement, (b) instructional area, and (c) other (as necessary), specialists.

Number: 1031 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 5

(1) The student will differentiate between basic and applied research in terms of purposes as:
    a. basic research is conducted to generate knowledge and is not immediately concerned with improving educational practice
    b. applied (development-based) research is conducted to develop a substantive or procedural output designed to achieve specified objectives concerned with varying conditions of the instructional setting.

(2) The student will identify the controlled experiment and its variants as the most prevalent form of basic research.

(3) The student will identify the two distinguishing features of development-based research as:
    a. its purposes
    b. the procedures employed.

(4) The student will describe the components of development-based research as:
    a. the identification of a deficiency or problem area in some component of an instructional system
    b. the identification or formulation of related objectives
    c. the development, testing, and refinement of an output designed to achieve the objectives.

(5) The student will identify and describe examples of development-based research.

Treatment:

Presentation and illustration of the meaning of the above terms through lecture and discussion. Cooperative consideration and development of examples (both hypothetical and real) of development-based research.

Materials:

Klausmeier, H. J. "Research and Development Strategies in Theory Refinement and Educational Improvement," AERA paper.

Text(s) containing discussions of basic and applied research, special handout materials dealing with development-based research, special exercise handouts.

Evaluation:

On a pencil and paper or oral exam, the student will be asked to discuss the above types of research and related concepts including the presentation of examples.

Number: 1032 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify evaluative research as research designed for the evaluation of instructional materials, procedures, and equipment that have not been tested in the school system.

(2) The student will identify the purpose of evaluative research as to improve instruction, not add to knowledge.

Treatment:

Presentation of the meaning of evaluative research through lecture and discussion. Illustration of evaluative research through discussion of examples. Cooperative and individual work with examples of evaluative research.

Materials:

Klausmeier, H. J. "Research and Development Strategies in Theory Refinement and Educational Improvement," AERA paper.

Handout materials dealing with evaluative research and special exercises.

Evaluation:

The student will be asked to discuss evaluative research and present examples - through a paper and pencil test or written report.

Number: 1033 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will recognize that research in multiunit organization involves cooperative effort by specialists in learning, subject areas, methodology, teachers and other school personnel, and that the relationship between basic research and improvement in educational practice may take any of several patterns.

Treatment:

Direct observation and participation in the cooperative planning and implementation of research in simulated and operational R & I Units. Consideration of several examples of planning research for improvement of educational practice.

Materials:

Klausmeier, H. J. "Research and Development Strategies in Theory Refinement and Educational Improvement," AERA paper.

Special materials (including manuals, brochures, etc.) dealing with the organization for cooperative research in R & I Units, guidelines for conducting development-based research, and special materials illustrating several patterns mentioned above.

Evaluation:

The student's participation in the planning and implementation of research will be critiqued by his peers, professors and/or unit members.

Number: 1034 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify the "research-development-practice" general sequence and present examples of specific activities fitting this sequence in this order and in the reversed order.

Treatment:

Presentation and discussion of the above sequences through cooperative discussion and the consideration of examples.

Materials:

Klausmeier, H. J. "Research and Development Strategies in Theory Refinement and Educational Improvement," AERA paper.

Special handouts and exercises dealing with the above.

Evaluation:

The student will be asked to discuss several examples relative to the "research-development-practice" sequence being utilized.

Number: 1036 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: In-S.

Behavioral Objectives: 2

(1) Given the instruction to list the persons involved in the planning of research projects, the student will include:
  a. the unit leader
  b. a member of the central staff of the local school
  c. the building principal, and
  d. a member of the University Research Center.

(2) Given the instruction to list the areas in which the University Research Center will provide assistance, the student will include:
  a. delineating a research project
  b. defining instructional treatment
  c. outlining experimental design
  d. planning measurement devices
  e. performing statistical analyses of data, and
  f. writing reports.

Treatment:

Presentation through lecture, discussion and the use of examples, of the organizational scheme for planning research projects with major emphasis upon the role of the university research center.

Materials:

Klausmeier, H. J. "Research and Development Strategies in Theory Refinement and Educational Improvement," AERA paper.

Organizational chart for the planning of research and special handouts dealing with the university role.

Evaluation:

The student will be (informally) critiqued as to how well he works with university personnel in the planning of research projects--critiqued by other members of the R & I Unit, the principal, and university staff associated with the unit.

Number: 1037 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: In-S.

Behavioral Objectives: 1

Given the instruction to prepare a statement explaining the function of research in the R & I Unit, the student will write an appropriate statement.

Treatment:

Cooperative discussion and consideration of the purposes of actual research projects being conducted in individual R & I Units.

Materials:

Special handouts such as "A Manual for Teachers in R & I Units." Objectives, data and related information from actual research projects. Reference materials related to the research projects as necessary.

Evaluation:

The written statement will be (informally) critiqued by other members of the student's unit, the principal and university personnel.

Number: 1038 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Admin.

Behavioral Objectives: 3

(1) Based on information gathered from a particular unit within the multiunit organization, a building, or the total system, the student will identify problem areas and specify appropriate research.

(2) Given a proposed research project, the student will properly estimate the approximate total cost and evaluate the appropriateness and usefulness of the plan.

(3) The student will provide materials necessary for specific research projects.

Treatment:

Cooperative development of the procedures, and study of the principles, of identifying research problems and preparing for the operation of research projects in the instructional setting. Workshop type activity and individual study of appropriate reference materials; cooperative consideration and detailed development of several example research projects; and individually planning a project for the principal's own school.

Materials:

Special handouts such as "Procedures for Operationally Conducting Research in the Instructional Setting," reference materials, detailed descriptions (including cost and material analysis) of completed research projects from operating units, and materials as necessary for a research project in the principal's own school.

Evaluation:

The student will be critiqued on the organization and planning of one or more research projects for his school, by a small panel (five or six members) consisting of his peers (other multiunit school principals) and at least one university staff member. The critique would likely be oral but could be written.

Number: 1039 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Admin.

Behavioral Objectives: 4

(1) Given data and conclusions of research carried out in other buildings or systems, the student will determine its validity relative to his instructional setting.

(2) Given the instruction to justify the research activities of the R & I Units in answer to questions from parents and other taxpayers, local school officials, and educators from other school systems, the student will write an appropriate statement.

(3) The student will list the factors to be used in evaluating the research programs proposed for the R & I Units in his building. The list will include consideration of current teaching load, personnel requirements, time and space requirements.

(4) The student will list the factors to be used in evaluating the ongoing research programs for the R & I Units in his building.

Treatment:

Presentation, discussion, and cooperative development through workshop type activities of principles, factors etc. by which research in the instructional setting is justified and evaluated. Consideration of specified examples of research projects. Individual study on the understanding and evaluation of reports of research projects.

Materials:

Wiersma, W. Research Methods in Education: An Introduction.
Special handouts discussing the evaluation of research projects.
Text(s) that contain discussions dealing with the understanding of research reports. Descriptions of example research projects. Library reference materials consisting of publications dealing with research studies.

Evaluation:

The students' statements, cost summaries, reports, etc. relating to research programs and projects will be (informally) critiqued (oral or written) by a panel of his peers and at least one university staff member.

Number: 1040 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: Admin.

Behavioral Objectives: 2

(1) Given the instruction to assist in the implementation of a research program, the student will identify the following as areas in which he will assist:

- a. indicate his approval of the project
- b. direct the personnel of the building to cooperate with the research
- c. provide record-keeping facilities
- d. provide space for research activities.

(2) Given a series of research problems and a description of the activities required for each, the student will identify the activities that may be accomplished by supportive personnel and identify the individuals responsible for the completion of the activity.

Treatment:

Cooperative discussion and development of the operational role of the principal and other personnel in the research program of a multiunit school. Cooperatively assisting the principal in identifying his activities in specific research projects conducted in his school.

Materials:

Special handouts dealing with the individual research roles of personnel associated with a multiunit school and materials for conducting specific research projects.

Evaluation:

The student will be critiqued on a one-to-one basis by a university staff member, on his "assistance in implementing" specific research projects in his own school.

Number: 1056 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: C/U

Behavioral Objectives: 1

The administrator will encourage research within his organization by providing the instructional personnel with suggested research topics and with the results of relevant research.

Treatment:

Through individual study the student will familiarize himself with research needs and potential within his college and related public school domain, construct a system applicable for his own situation that will enable the efficient channeling of research needs and results to the appropriate personnel, and visit R & I Units associated with the teacher education program.

Materials:

Reference materials and special manual(s) related to the efficient identification of research needs and the dissemination of results.

Evaluation:

At least once per academic year the system mentioned above will be evaluated by the college instructional staff through the use of a questionnaire.

Number: 1057 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: C/U

Behavioral Objectives: 1

The administrator will list the factors to be considered when evaluating ongoing or proposed research projects in his school.

Treatment:

The student will develop, in cooperation with other administrators in his college and research consultants, a list of factors to be considered when evaluating "local" research activities.

Materials:

Mouly, G. J. The Science of Educational Research.
Reference materials and text(s) that contain discussions on the evaluation of research.

Evaluation:

The use of the factors will be assessed by the administrative staff of the college, related to the quantity and quality of ongoing and completed research.

Number: 1058 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: C/U

Behavioral Objectives: 2

(1) The administrator will list the criteria to be used when considering requests for use of university facilities for research projects. The criteria will include:

a. evaluation of proposed research project
b. the time and cost required of the university
c. the availability of the facilities requested, and
d. the recommendations of the appropriate people.

(2) Given a request for the use of university facilities for research purposes, the administrator will approve or disapprove the request according to the proper criteria.

Treatment:

Cooperative development of the criteria for considering requests for the use of university facilities for research projects by the administrative staff of the college and at least one research consultant. A report of the criteria will be circulated among the staff. The criteria will be operationally applied as requests are submitted.

Materials:

Wiersma, W. Research Methods in Education: An Introduction.
Reference materials and text(s) that include discussions of criteria for evaluating research proposals.

Evaluation:

The criteria will be subjected to periodic review as seems necessary by a panel of college administrators and one or more research consultants.

Number: 1059 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: C/U

Behavioral Objectives: 1

The administrator will assist in the dissemination of findings of the research projects of his faculty to the appropriate persons and institutions.

Treatment:

Short-term (one to three weeks) workshop type institutes on dissemination procedures for college and university administrative personnel.

Materials:

Reference materials, brochures, handouts, handbooks, etc., on dissemination procedures and techniques.

Evaluation:

Periodic assessments (not exceeding two per year) of dissemination procedures, materials, etc., will be made by a panel consisting of college instructional staff, administrative staff and at least one dissemination consultant from outside the college.

Number: 1060 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Necessary Training for Research and Development

Topic: Development-based Research

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to justify specific research activities to other administrators and other persons concerned, the administrator will make an appropriate statement.

Treatment:

Individual study on preparing summary statements of research activities.

Materials:

Research reports of research projects (completed and ongoing) of the college. Manual for the summarization of research activities.

Evaluation:

The student will (informally) determine from the "researchers" on his college staff whether or not the summary adequately reflects the research activities.

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MULTIUNIT ORGANIZATION AND INDIVIDUALLY GUIDED EDUCATION

Number: 1172 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: The Context of American Public Education

Target Population: Pre-S., Elem.

Behavioral Objectives: 5

(1) Given the instruction to identify the major tasks of a public school system, the student will identify the following:

a. development of educational program,
b. selecting, development and evaluation of instructional staff,
c. obtaining and allocating financial resources,
d. development of pupil services other than instructional--e.g., guidance, psychological and health services, transportation, extracurricular activities,
e. provision and maintenance of facilities,
f. maintenance of effective school-community relations, and
g. selection, development and evaluation of supportive staff.

(2) Given the instruction to identify the sources of financial support of public schools, the student will list the following:

a. local property and sales taxes,
b. state aid from state property, income and sales taxes,
c. federal grants and federal aids,
d. foundation grants, and
e. student fees.

(3) Given the instruction to identify the government of American public schools, the student will explain the role of each of the following, to the satisfaction of the instructor:

a. the federal government and its various agencies,
b. the state legislature,
c. the state education agency,
d. the local board of education,
e. the superintendent and central administrative staff,
f. the principal, and
g. the teacher.

(4) Given the instruction to identify the instructional, research and in-service disadvantages of the self-contained, age-graded elementary school, the student will list the following:

a. the inefficient use of teacher time and talents, facilities and materials,
b. inappropriate environment for developing individually guided education,
c. lack of time and conditions for systematic development of staff on the job,
d. lack of arrangements for research and development activities, and
e. lack of differentiated teaching roles.

(5) Given the instruction to identify the basic prinicples of American public education, the student will list the following:

- a. local control by an elected board of nonprofessionals,
- b. local economic support supplemented by state and federal aids,
- c. universal, free, compulsory education, and
- d. comprehensive education.

Treatment:

All entering students will take a two-week course. The course shall consist of:

(1) Three lectures on the functions and tasks of public schools and the principles of public American education,
(2) one lecture on the sources of financial support,
(3) one lecture on the government of public education,
(4) one lecture on the disadvantages of conventional elementary school organization and operation, and
(5) a full-day field trip to a conventional elementary school, during which each student will be instructed to observe the major characteristics of the teacher's role and operation.

Materials:

Campbell, R. F.; Cunningham, L. L.; and McPhee, R. F. The Organization and Control of American Public Education.

Organizational charts of school districts. Related audio-visual material. Organizational chart and role descriptions from the observed school. Board policy handbooks and administrative handbooks. Related state and federal documents.

Evaluation:

Paper and pencil objective test at the end of two-week course to determine if facts and concepts in Objectives 1-5 are recalled. A brief essay to determine if facts and concepts in Objectives 1-5 are applied in defining and solving a problem such as identifying the limitations and procedures which would need to be observed in introducing sex education into an elementary school.

Number: 1173 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: In-S., Admin.

Behavioral Objectives: 2

(1) Given the instruction to identify the areas in which the emphasis of a multiunit organization differs from that of the self-contained

classroom, the student will include:

- a. instructional decision making,
- b. individually guided education,
- c. cooperative planning, and
- d. multisized group instruction.

(2) Given the instruction to justify to a parent or another teacher the conversion of a self-contained classroom school system to the R & I Unit system, the student will write an appropriate statement.

Treatment:

Having viewed videotapes and read printed materials, students will meet in small groups with the instructor to outline the differing emphases between self-contained classroom schools and multiunit schools. Each student will then be assigned to prepare a talk (see below).

Materials:

Videotapes: The Multiunit Elementary School: The Basic Pattern. The Multiunit Elementary School: An Overview. The Multiunit Elementary School: Individually Guided Education.

Printed materials to be developed. Any of the videotapes on unit operations.

Evaluation:

Each student will prepare a talk to give to a teachers' group, in which he justifies conversion of their school to a multiunit approach, or an address to a parents' group to persuade them that such a conversion is desirable. He will deliver his talk or address. He will evaluate his performance in a subsequent one-to-one session with the instructor.

Number: 1174 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

When instructed to list five functions performed by all R & I Units, the student will list the following in any order:

- a. instruction,
- b. research,
- c. development,
- d. innovation, and
- e. diffusion.

Treatment:

In an assigned independent activity the student will, given his prior knowledge about the functions of schools and the advantages of the multi-unit organization, prepare a paper in which he discusses the potentialities of an R & I Unit for performing various functions. Small groups of students will visit an operating R & I Unit, and interview the unit leader, teachers, and principal in order to determine the major functions performed by the unit. This will be followed by small group discussion led by college and university faculty in which students will share their perceptions and develop their ideas.

Materials:

Printed materials, lecture notes, previous exposures, written material developed by the unit and school, prepared interview guides.

Evaluation:

Each small group will produce a list of potential functions of R & I Units. Small groups will join for a question and answer session with the instructor, who will subsequently assess the experience by judging the quality of questions and discussion.

Number: 1175 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem.

Behavioral Objectives: 2

(1) The student will identify that the R & I Unit in the multiunit school is responsible for the total educational experience of the children assigned to it.

(2) The student will identify the following as functions jointly performed by members of the R & I Unit:
- a. assessment of characteristics of each child,
- b. development of objectives,
- c. selection of content and activities,
- d. placement of each child in relevant activities, and
- e. means of evaluation.

Treatment:

Large group illustrated lecture, with question and answer period, a small group of about 10 students will be assigned to act as a R & I Unit which is to begin designing a program of individually guided reading. One-half of the students act as a unit, the other half observes. Groups will exchange roles.

Materials:

Videotapes: *The Multiunit Elementary School: Individually Guided Education*. *Teaching in the Multiunit Elementary School: The Wilson School*.

Materials prepared by the instructor indicating facilities, alloted time and number of students, general description of the nature of the students, number of teachers, and instructional materials.

Evaluation:

Group list of the functions an R & I Unit must perform in implementing individually guided education, prepared under the guidance of an instructor. Paper and pencil objective test.

Number: 1176 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify that the R & I Unit in the multiunit school is responsible for the total educational experience of the children assigned to it.

(2) The student will identify the following as functions jointly performed by members of the R & I Unit:

a. assessment of characteristics of each child,
b. development of objectives,
c. selection of content and activities,
d. placement of each child in relevant activities, and
e. means of evaluation.

Treatment:

Large group audiovisual presentation and lecture with question and answer discussion. Small group consultant help during the school year.

Materials:

Videotapes: *The Multiunit Elementary School: Individually Guided Education*. *Teaching in the Multiunit Elementary School: The Wilson School*.

Materials developed by the consultant.

Evaluation:

Pre- and post-objective test to determine recall of concepts. Observations of operations by university consultant.

Number: 1177 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) The student will identify the R & I Unit as the organization that generates ideas for research and development projects directly related to instructional programs.

(2) The student will identify the function of serving as a laboratory for implementing and evaluating promising innovations and materials as one performed by the R & I Unit.

(3) When instructed to select areas in which the R & I Unit uses a systematic program of research and development in order to improve learning conditions, the student will select the following:

a. motivation and other conditions of learning
b. individually guided education in various subject fields
c. concept and other forms of learning.

Treatment:

Large group lecture, audiovisual presentation and question and answer in small groups. In an independent activity for in-service and administrative personnel the student will examine his own school and determine needed research. In a paper he will describe the needed research and the role of the R & I Unit in initiating the research.

Materials:

Videotape: The Multiunit Elementary School: Research and Development Activities.
Printed materials to be developed.

Evaluation:

Question and answer session. One-to-one conference with instructor.

Number: 1179 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the instruction to identify the functions of the R & I Unit in promoting professional development, the student will identify the following:

a. serves as an improved context for pre-service clinical experience in teaching

b. promotes continuous in-service growth of certificated teachers through regular professional interaction, group decision-making, and planned in-service experiences.

Treatment:

Prior reading of printed materials, large group viewing of videotapes, and small group question and answer sessions.

Materials:

Videotapes: The Multiunit Elementary School: A Guided Program for Interns. The Multiunit Elementary School: The Basic Pattern. Teaching in the Multiunit Elementary School: The Franklin School.
Printed materials to be developed.

Evaluation:

Question and answer in small group discussion.

Number: 1180 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 5

(1) The student will identify that the purpose of the meetings of Instructional Improvement Committee is to plan and evaluate the total instructional program for the children of the units.

(2) The student will list the personnel who permanently make up the Instructional Improvement Committee as:

a. the building principal, and

b. the unit leaders.

(3) When instructed to select the three levels of the functions performed by the Instructional Improvement Committee, the student will select the following:

a. interpreting and synthesizing systemwide and statewide policies that affect the instructional program of the building

b. developing the broad outlines of the instructional program--all of its components--for the school

c. coordinating those uses of facilities, time, material, etc., that units do not manage independently.

(4) Given the instruction to cite two examples of functions not associated with instructional improvement but for which the Instructional Improvement Committee is responsible, the student will write:

a. scheduling of activities for interns, and
b. planning and coordinating development-based research.

(5) The student will identify that the building principal and the Instructional Improvement Committee are required to identify the need and arrange for necessary in-service or continuing education for the staff.

Treatment:

Large group lecture and videotapes, question and answers, small groups visit an operating Instructional Improvement Committee, interview unit leaders and principal to determine the membership and functions of the committee.

Materials:

Videotapes: The Multiunit Elementary School: The Instructional Improvement Committee. The Multiunit Elementary School: The Basic Pattern.

Printed materials to be developed, printed materials developed by the Instructional Improvement Committee visited, interview guide.

Evaluation:

Paper and pencil objective test. Small group question and answer sessions with the instructor.

Number: 1181 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 4

(1) When instructed to list the three primary concerns of the System Wide Policy Committee, the student will list in any order:

a. personnel,
b. material, and
c. information service.

(2) When instructed to list the personnel included in the School-Wide Policy Committee, the student will list in any order:

a. superintendent (of the school district),
b. other elementary building principals of the district,
c. representative unit leaders and teachers,
d. consultants, and
e. relevant central office staff.

(3) Given the instructions to initiate proceedings for installing an instructional resource center, the student will identify the System-Wide Policy Committee as the organization through which he must work.

(4) The student will identify that the building principal and the central administration of public schools are responsible for replacing a unit leader, a teacher, or a teacher aide who for any reason seriously impedes the functioning of an R & I Unit.

Treatment:

Large group lecture with videotapes, followed by discussion session, small groups visit operating School Wide Policy Committee and interview with members of the committee in order to determine the membership and functions of the School Wide Policy Committee. Group will meet to share perceptions.

Materials:

Videotapes: *The Multiunit Elementary School: The Basic Pattern*. *The Multiunit Elementary School: An Overview*.

Any materials developed by the School Wide Policy Committee and the school system, and pre-prepared interview guides.

Evaluation:

Paper and pencil test. Small group question and answer sessions with instructor.

Number: 1182 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 4

(1) The student will include the following as necessary functions of the building principal:

a. must provide cooperative atmosphere,
b. must value the possibilities inherent in an R & I Unit,
c. must be sensitive to mixed feelings, and
d. must recognize outstanding activities of individual teachers in order to utilize their capabilities to the maximum.

(2) The student will identify that the building principal is charged with the supervisory and evaluative responsibilities of all the unit staff.

(3) The student will identify that problems regarding building maintenance should be taken up with the building principal.

(4) The student will identify that the building principal will exert leadership for providing adequate:

a. facilities,
b. materials, and
c. equipment.

Treatment:

Large group lecture with related videotapes.

Materials:

Videotapes: The Multiunit Elementary School: Roles and Relationships. The Multiunit Elementary School: The Instructional Improvement Committee. Printed materials to be developed.

Evaluation:

Given a list of functions of many persons in the Multiunit Organization, the students will be asked to indicate those of the principal.

Number: 1183 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Admin.

Behavioral Objectives: 1

The student will prepare a list of factors to be used in evaluating the effectiveness of an R & I Unit in the multiunit school.

Treatment:

Individual students, based on previous exposures, will prepare an evaluative instrument to be used in observing an R & I Unit. Students will then listen to a large group presentation by practicing members of an Instructional Improvement Committee and a university instructor. Following this, he will revise his instrument.

Materials:

Printed materials to be developed.

Evaluation:

Instructor's critique of the revised instrument.

Number: 1184 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) Given the instruction to identify the organization that performs the following functions:

a. explicitly defines the roles of individuals in the R & I Unit,
b. makes provisions for transferring personnel,
c. ensures that released time is scheduled for teachers and/or unit leaders to plan, and
d. provides for unit leaders to attend seminars and workshops outside the school building,

the student will identify the Central Administration of Public Schools.

(2) When instructed to identify ways in which the Central Administration of Public Schools exercises leadership, the student will identify the following:

a. careful selection and subsequent support of the building principal, the unit leaders and instructional staff,
b. providing adequate facilities, equipment, and supplies, and
c. providing expert consultant assistance as needed.

(3) The student will identify the functions of approving the use of and obtaining texts and materials other than those prescribed as those performed by the Central Administration of Public Schools.

Treatment:

Independent reading and/or viewing of videotapes.

Materials:

Videotapes: The Multiunit Elementary School: The Basic Pattern. The Multiunit Elementary School: An Overview.
Printed materials to be developed.

Evaluation:

Paper and pencil objective test.

Number: 1185 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

The student will generally be prepared for simulation cycle.

Treatment:

A large group (30 to 50) presentation of a case study will be made by the instructor. The case study materials will describe an existing self-contained classroom school. Each student will then be assigned a specific role in that self-contained school: e.g., superintendent, consultant, principal, teacher, and assigned to study written case materials concerning the pupils, parents, facilities and organization of that school.

Materials:

Filmstrips, case study materials, records describing an existing self-contained school.

Evaluation:

Paper and pencil test on the characteristics of the school.

Number: 1186 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem.

Behavioral Objectives: 8

(1) Given the instruction to identify the organization that performs the following functions:

a. explicitly defines the roles of individuals in the R & I Unit,
b. makes provisions for transferring personnel,
c. ensures that released time is scheduled for teachers and/or unit leaders to plan, and
d. provides for unit leaders to attend seminars and workshops outside the school building,

the student will identify the Central Administration of Public Schools.

(2) When instructed to identify ways in which the Central Administration of Public Schools exercises leadership, the student will identify the following:

a. careful selection and subsequent support of the building, principal, the unit leaders and instructional staff,
b. providing adequate facilities, equipment, and supplies, and
c. providing expert consultant assistance as needed.

(3) The student will identify the functions of approving the use of and obtaining texts and materials other than those prescribed as those performed by the Central Administration of Public Schools.

(4) When instructed to list the three primary concerns of the System-Wide Policy Committee, the student will list in any order:

a. personnel,
b. material, and
c. information service.

(5) When instructed to list the personnel included in the School-Wide Policy Committee, the student will list in any order:

a. superintendent (of the school district),
b. other elementary building principals of the district,
c. representative unit leaders and teachers,
d. consultants, and
e. relevant central office staff.

(6) Given the instructions to initiate proceedings for installing an instructional resource center, the student will identify the System-Wide Policy Committee as the organization through which he must work.

(7) The student will identify that the building principal and the central administration of public schools are responsible for replacing a unit leader, a teacher, or a teacher aide who for any reason seriously impedes the functioning of an R & I Unit.

(8) The student will identify that problems regarding building maintenance should be taken up with the building principal.

Treatment:

Students previously assigned the roles of superintendent, consultants and principal will organize as a School-Wide Policy Committee, and in the presence of the other students, would carry out its functions in converting the simulated self-contained classroom school to a multiunit pattern: e.g., selection of Unit leaders and assignment of teachers, etc.

Materials:

Videotapes: The Multiunit Elementary School: The Basic Pattern. The Multiunit Elementary School: An Overview.
Printed materials and case materials to be developed.

Evaluation:

Critique by observing students and instructor.

Number: 1187 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organizational Structure and Functions

Target Population: Pre-S., Elem.

Behavioral Objectives: 3

(1) The student will identify the R & I Unit as the organization that generates ideas for research and development projects directly related to instructional programs.

(2) The student will identify the function of serving as a laboratory for implementing and evaluating promising innovations and materials as one performed by the R & I Unit.

(3) When instructed to select areas in which the R & I Unit uses a systematic program of research and development in order to improve learning

conditions, the student will select the following:

a. motivation and other conditions of learning,
b. individually guided education in various subject fields, and
c. concept and other forms of learning.

Treatment:

The individual senior students will prepare a paper in which they: (1) suggest topics which need research by Units and a general design for the conduct of this research; and (2) suggest a school district strategy for evaluating and diffusing promising educational innovations.

Materials:

Videotape: The Multiunit Elementary School: Research and Development Activities.
Printed materials indicating research needs in education. Materials describing innovations. Materials indicating the basic requirements of research design.

Evaluation:

Professor's commentary on the student's paper.

Number: 1188 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 6

(1) The student will identify that the teacher aide is responsible to:
a. the building principal, and
b. the unit leader plus the unit teachers.

(2) Given the instruction to list areas in which the teacher aide receives individual instruction from the unit leader, the student will list the following:
a. training,
b. guidance,
c. assignments, and
d. schedules.

(3) Given the instruction to select from a list of items with which teacher aide tasks are connected, the student will select the following:
a. lighting,
b. ventilation,
c. cleanliness,
d. instructional materials,
e. supplies,

f. chalkboards, and
g. plants.

(4) Given the instruction to select from a list of assistance activities which the teacher aide may provide for children, the student will select the following:

a. caring for clothing,
b. moving from one part of the building to another,
c. receiving attention from a specialist (nurse, etc.), and
d. lunchroom activities.

(5) The student will identify that the teacher aide may assist with:

a. audiovisual materials,
b. mechanical devices, and
c. programed instruction.

(6) Given the instruction to select from a list of examples five ways in which a teacher aide may assist the teacher, the student will select the following:

a. on the playground,
b. in the gymnasium,
c. by correcting student papers,
d. by helping individuals to secure material, to locate information, etc.,
e. by providing reinforcements,
f. by assisting the teacher conduct one-to-one, small-group, and independent study activities.

Treatment:

Large group lecture followed by an assignment in which students are given a list of functions and asked to decide whether each function can be performed by a teacher aide. Upon completion of this assignment students in small groups with instructor will discuss the lists. The small group will produce a job definition of teacher aide. (Some individual students may be employed in a multiunit school as teacher aides on a part time capacity.)

Materials:

Videotape: The Multiunit Elementary School: Roles and Relationships. List of functions, printed materials to be developed, articles.

Evaluation:

Instructor's assessment of job definition.

Number: 1189 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: Admin.

Behavioral Objectives: 1

Given the instruction to identify the contents of a teacher aide training program, the student will identify the following:

a. the program will present an orientation to the multiunit instructional system
b. the program will define the role of the teacher aide in the system
c. the program will list teacher aide responsibilities in that system
d. the program will offer instruction, training, and practice in the operation of the equipment scheduled for the system
e. the program will offer instruction and training in contingency management for directing elementary children in those activities covered in item c.

Treatment:

Large group presentation by college instructor concerning the training requirements for teacher aides. Students will then meet in small groups to critique several training programs being used by practicing multiunit schools.

Materials:

Videotape: The Multiunit Elementary School: Roles and Relationships.
Copies of existing training programs for aides.

Evaluation:

Instructor's assessment of small group critique sessions.

Number: 1190 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 5

(1) The student will identify that the position of instructional secretary may be filled by noncertificated personnel.

(2) The student will identify that the instructional secretary is responsible to:

a. the building principal, and
b. the unit leader plus unit teachers.

(3) Given the instruction to list areas in which the instructional secretary receives individual instruction from the unit leader, the student will list the following:

a. training,
b. guidance,

c. assignments, and
d. schedules.

(4) The student will identify that the instructional secretary must consider as confidential all information relative to pupil behavior and grades.

(5) Given the instruction to select from a list of tasks those that represent tasks performed by the instructional secretary, the student will select the following:

a. keeps attendance records,
b. collects and keeps records of special money from students,
c. duplicates materials,
d. makes lists of pupil supplies,
e. types, and
f. files.

Treatment:

Large group lecture and videotape presentation. Individual assignment to prepare a reaction to a prepared paper describing the activities of a teacher on any given day, in which the student will suggest ways in which the teacher should have used the services of an instructional secretary. Small group will discuss the results.

Materials:

Videotape: The Multiunit Elementary School: Roles and Relationships.
Printed material to be developed.

Evaluation:

Pencil and paper test. University instructor will observe small group discussion.

Number: 1191 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 10

(1) Given the instruction to identify functions performed by the teacher in the R & I Unit that differ from those required of a teacher in a self-contained classroom, the student will identify:

a. planning with other members of the unit,
b. working with many children and with other unit members, (rather than working with a smaller number of children independently), and
c. performing at a more professional level in connection with several components of an instructional system.

(2) Given the instruction to cite examples of the statement, "Unit teacher performance will be at a high professional level in connection with several components of an instructional system," the student will write the following examples:

a. the R & I Unit teacher will formulate objectives for each child
b. the R & I Unit teacher will assess each child's characteristics
c. the R & I Unit teacher will use new materials and equipment
d. the R & I Unit teacher will try out new instructional procedures
e. the R & I Unit teacher will participate in development and research activities.

(3) The student will identify that the four most important nonmonetary rewards to a unit teacher are:

a. engaging in decision-making about all components of the instructional program,
b. making a maximum contribution according to his strengths and interests,
c. being relieved of nonprofessional activities by teacher aides and instructional secretaries, and
d. having a stimulating learning and teaching experience.

(4) The student will identify that through the meetings between the unit leader and the unit teachers, the teacher participates in:

a. instructional decision-making,
b. selecting instructional material, and
c. executing the total instructional program.

(5) The student will select the following example as one way in which to describe the unit teacher's function of diagnosing student characteristics: observation of individual performance as a basis for personal instructional diagnosis.

(6) Given the list of statements regarding research, development, and innovation, the student will select the following as being correct about the R & I Unit teacher:

a. The teacher is free to use and is encouraged to use techniques with which he has had the most success
b. the teacher has an opportunity for developing his own researchable ideas and for trying them out
c. while he has not been prepared to design and execute "educational" research, the R & I teacher can reliably implement and carry out procedures in executing a research project.

(7) The student will list the following as the three primary functions of the R & I Unit teacher:

a. to plan,
b. to conduct, and
c. to evaluate instruction.

(8) Given a list of various functions in individually guided education, the student will select the following as functions in which the R & I teacher will become involved:

a. developing and clarifying instructional objectives,
b. designing and executing a program based on the assessment of each child, and
c. continuously evaluating the child's progress and the instructional program.

(9) The student will identify that while the R & I Unit teacher is responsible first to the building principal, he will work more closely with the unit leader.

(10) Given a situation in which a unit teacher is ineffective, whether through personality conflicts or an inability to work as part of a team, the student will identify that:

   a. the teacher may be transferred to another unit within the school or to a unit in another building,
   b. he may be placed in a different capacity,
   c. he may be given further training, or
   d. he may be relieved of his teaching responsibilities.

Treatment:

Lecture in large groups with related videotapes. Small groups visit multiunit elementary school and interview unit teachers using a pre-prepared interview guide.

Materials:

Videotape: The Multiunit Elementary School: Roles and Relationships.
Printed materials to be developed, videotapes, and pre-prepared interview guide.

Evaluation:

Paper and pencil test, small group discussions under direction of a university instructor. Instructor to determine proficiency.

Number: 1192 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 7

(1) The student will identify that the unit leader is:

   a. learning specialist,
   b. certificated teacher who is well prepared in the various subject matter fields, and
   c. well prepared in educational methodology.

(2) The student will identify that a unit leader must have additional preparation in:

   a. the area of learning,
   b. the area of curriculum and instruction,
   c. the area of research, and
   d. a relevant subject field

(3) Given the instruction to identify the personnel with whom a unit leader must have the ability to maintain effective interaction, the student will identify the following:

a. other teachers in the unit,
b. the building principal,
c. the children,
d. parents,
e. research personnel, and
f. liaison personnel.

(4) The student will identify that two of the abilities a unit leader must possess are:
a. the ability to recognize the capabilities of unit personnel, and
b. the ability to utilize the capabilities of unit personnel.

(5) The student will identify that the unit leader must be flexible and inventive in adapting:
a. learning methods,
b. materials, and
c. procedures to experimental situations.

(6) The student will identify that an effective unit leader must:
a. be sensitive to individual learning problems, and
b. have training in methods to alleviate individual learning problems.

(7) The student will identify that the unit leader must evidence:
a. a commitment to a lifetime career in teaching, and
b. a willingness to continually improve his professional capabilities by pursuing further education and gaining relevant experience during the school year and summer.

Treatment:

After the reading of printed material, students in a large group will view videotaped unit leader interviews. Each student will rank order candidates and write a rationale for their choices. Small group comparison and discussions of rank order and rationale. Rewrite rank order and rationale. Discussion by a panel consisting of representative unit leaders, principals, university instructors, and state education agency personnel.

Materials:

Videotapes of these simulated unit leader interviews, printed materials.

Evaluation:

Paper and pencil objective test. Instructor evaluation of rewritten rank orders and rationales.

Number: 1193 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Treatment:

Groups of college and university personnel representing subject fields (mathematics instruction, science instruction, etc.) will conduct a series of meetings at which the group will hear position papers prepared by its members. Each position paper will:

(1) describe situations in the area of specialization (math, science, etc.) and illustrate the operation of an R & I Unit in that situation; and

(2) illustrate the relationships which should exist between consultant-specialists and various members of the R & I Unit, Instructional Improvement Committee, School-Wide Policy Committee and other staff of a multiunit school.

Materials:

Videotapes: The Multiunit Elementary School: Basic Pattern. The Multiunit Elementary School: An Overview. The Multiunit Elementary School: Roles and Relationships. The Multiunit Elementary School: Individually Guided Education.

Evaluation:

Critique by group members. Reactions to publications of collections of the position papers.

Number: 1195 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 4

(1) When instructed to select the three primary functions of the multiunit school, the student will select the following in the order presented:

- a. to develop an exemplary program of individually guided instruction
- b. to provide an environment which is conducive to conducting research and development activities, and
- c. to provide an excellent environment for pre-service and in-service teacher education.

(2) When instructed to list the three distinct levels of operation in the multiunit school, the student will list the following:

- a. the R & I Unit,
- b. the Instructional Improvement Committee, and
- c. the System-Wide Policy Committee.

Behavioral Objectives: 5

(1) The student will identify that the functions and responsibilities of the guidance and counseling personnel in the R & I Unit are to cooperate with the unit leader in coordinating the diagnosis of learning problems of children and the development of appropriate individualized programs.

(2) The student will identify assistance in research as an area of responsibility for the counseling and guidance personnel in the R & I Unit.

(3) The student will identify the counseling and guidance personnel as a source of information on:

a. methods of establishing contacts with the local community
b. techniques for exposing elementary students to the world of work.

(4) The student will identify the counseling and guidance personnel as sources of assistance in providing positive school experiences for the elementary student.

(5) Given a series of problems related to the learning problem of the elementary student, the student will identify the problems that require the assistance of the counseling and guidance personnel.

Treatment:

Large group presentation by a panel of counseling and guidance personnel practicing in a multiunit organization, followed by questions and answers.

Materials:

Printed materials and videotapes to be developed.

Evaluation:

Given a list of functions which a teacher, unit leader or principal might perform, the student will indicate those functions which require the assistance of counseling and guidance personnel.

Number: 1194 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Roles and Responsibilities

Target Population: C/U, Admin.

Behavioral Objectives: 2

(1) Given a series of situations that require interaction with personnel in a multiunit organization, the instructor will identify the appropriate individual to be contacted for each situation.

(2) The instructor will describe a teaching situation in his area of specialization that may be used to illustrate the operation of an R & I Unit.

Treatment:

Groups of college and university personnel representing subject fields (mathematics instruction, science instruction, etc.) will conduct a series of meetings at which the group will hear position papers prepared by its members. Each position paper will:

(1) describe situations in the area of specialization (math, science, etc.) and illustrate the operation of an R & I Unit in that situation; and

(2) illustrate the relationships which should exist between consultant-specialists and various members of the R & I Unit, Instructional Improvement Committee, School-Wide Policy Committee and other staff of a multiunit school.

Materials:

Videotapes: The Multiunit Elementary School: Basic Pattern. The Multiunit Elementary School: An Overview. The Multiunit Elementary School: Roles and Relationships. The Multiunit Elementary School: Individually Guided Education.

Evaluation:

Critique by group members. Reactions to publications of collections of the position papers.

Number: 1195 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 4

(1) When instructed to select the three primary functions of the multiunit school, the student will select the following in the order presented:

- a. to develop an exemplary program of individually guided instruction
- b. to provide an environment which is conducive to conducting research and development activities, and
- c. to provide an excellent environment for pre-service and in-service teacher education.

(2) When instructed to list the three distinct levels of operation in the multiunit school, the student will list the following:

- a. the R & I Unit,
- b. the Instructional Improvement Committee, and
- c. the System-Wide Policy Committee.

(3) Given the instruction to prepare a representative organizational chart for a multiunit school with three R & I Units, the student will correctly place the following components on the chart:

a. central staff,
b. personnel from the University Research Center,
c. State Department personnel,
d. building principal,
e. unit leaders, and
f. certified teachers, instructional secretary, teacher aides.

(4) Given the instruction to list the personnel positions within a multiunit organization for a building and a summary of the functions performed by each, the student will include the following in his response:

a. Building Principal- - - - - administrator and coordinator of building activities.
b. Unit Leader- - - - - - - - -coordinates instructional activities, research and development activities and efforts of the personnel in the R & I Unit.
c. Certified Teacher- - - - - -plans, conducts, and evaluates instruction.
d. Instructional Secretary/Teacher Aide - - assist the teacher by performing clerical, housekeeping, and monitoring tasks.

Treatment:

Prior to instruction students will have read independently related printed material. Instruction will be a large group viewing of related videotape followed by a lecture. Students will then divide into small groups for question and answer and discussion sessions. Programed instruction for individual students with access to instructor as needed.

Materials:

Printed material, videotape, lecture notes, programmed text, all to be developed.

Evaluation:

Paper and pencil objective test to determine recall of facts and concepts, evaluation built into programmed text.

Number: 1196 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Mulitunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: In-S., Admin.

Behavioral Objectives: 1

Given the instruction to identify the areas of activity within the R & I Unit in which an intern may participate, the student will identify that the intern will assist with all activities under the direction of the unit leader.

Treatment:

Students will be assigned to R & I Unit size groups and told that they will be assigned an intern. Each group will prepare a sequence of activities for the intern. These will be presented and discussed in a subsequent large group session.

Materials:

Videotapes: The Multiunit Elementary School: A Guided Program for Interns. The Multiunit Elementary School: Roles and Relationships.

Printed materials to be developed.

Evaluation:

Instructors will evaluate each group's plan in discussion with the group.

Number: 1197 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 7

(1) The student will identify that decisions made by the Instructional Improvement Committee are communicated and executed by the unit leaders.

(2) The student will identify that the unit leader acts as liaison between the unit and:

a. the building principal,
b. other R & I Units within the building, and
c. parents.

(3) The student will identify the following as functions of the unit leader:

a. coordinates efforts of personnel in the R & I Unit,
b. coordinates instructional activities in the R & I Unit,
c. coordinates research and development activities,
d. prepares measurement instruments and diagnostic procedures,
e. continuously evaluates each child in terms of instructional objectives,
f. determines progress of each child,
g. diagnoses weaknesses in student learning, and
h. identifies and solves instructional problems.

(4) The student will identify that the unit leader assists a coordinator from the University Research Center to prepare an outline for implementing experiments.

(5) The student will identify that three areas of responsibility of a unit leader are:
- a. as a member of the Instructional Improvement Committee,
- b. as a leader of a unit, and
- c. as a teaching member of the unit.

(6) The student will identify that the role of a unit leader is instructional rather than administrative.

(7) The student will identify that the unit leader is responsible for:
- a. guiding and training noncertificated personnel (such as teachers aides, instructional secretaries, interns, etc.),
- b. giving assignments to noncertified personnel, and
- c. making time schedules for noncertified personnel.

Treatment:

Large group viewing of videotapes followed by a panel discussion of practicing unit leaders followed by a question and answer session. Given a prepared list of functions, each student will be assigned to indicate which of these functions are to be performed by a unit leader. Small groups will then meet to discuss and develop a report.

Materials:

Videotapes: The Multiunit Elementary School: Roles and Relationships. The Multiunit Elementary School: A Guided Program for Interns.

Prepared list of instructional, research and development, and preservice and in-service training functions. Printed materials to be developed.

Evaluation:

Paper and pencil test. Instructor evaluation of small group reports.

Number: 1198 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions-- Roles and Responsibilities

Target Population: Admin.

Behavioral Objectives: 3

(1) Given the description of an existing school system organized as a self-contained classroom school, and the instruction to prepare a plan for conversion of the school to the multiunit system, the student will identify the source material that will help him convert the school to the multiunit system.

(2) Given the instruction to plan the conversion of a self-contained classroom school system to a multiunit system the student will identify that the plans will include: (the essential elements)

a. obtaining consultants to help prepare layout of the new complex from the central office,
b. preparing plans to convert classroom space to the unit layout,
c. positioning the resource center in order to obtain maximum efficiency in relation to the placement of the units,
d. preparing a cost estimate of the physical layout conversion,
e. submitting plans and cost estimates to the planning committee of the central office,
f. studying his existing staff and determining who among his staff are qualified for the positions of unit leaders and teachers,
g. calling a staff meeting of his personnel and presenting the suggested new personnel structure, including:
    1. placement of those interested in participating in the R & I Unit system, and
    2. provisions for those personnel who prefer to remain in a self-contained classroom,
h. forming the Instructional Improvement Committee with which he will work to prepare a list of the required equipment, materials, texts, teaching aids, supplies, etc.,
i. preparing cost estimates of supplies and submitting the request for supplies and the estimates to the central office,
j. meeting with the Instructional Improvement Committee to determine the number of additional personnel (paraprofessionals) that will be required to implement the multiunit instructional system, and
k. arranging with the central office for workshops and training sessions for the multiunit professional staff and paraprofessionals.

(3) Given a series of problem statements related to activities in the multiunit school, the student will be able to identify the individual responsible for the solution of each problem.

Treatment:

As an independent writing activity, the student will prepare a comprehensive plan for the conversion of a self-contained school to the multiunit pattern. The plan shall include a strategy and sequence of decisions and training activities, a cost analysis, and a handbook for personnel of the multiunit school which includes both policy statements and job descriptions.

Materials:

Printed materials to be developed and previous videotapes.

Evaluation:

Individual conference with the instructor.

Number: 1199 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem.

Behavioral Objectives: 16

(1) When instructed to select a primary function of the multiunit school, the student will select the statement: to develop an exemplary program of individually guided instruction.

(2) The student will identify that the R & I Unit in the multiunit school is responsible for the total educational experience of the children assigned to it.

(3) The student will identify the following as functions jointly performed by members of the R & I Unit:

a. assessment of characteristics of each child,
b. development of objectives,
c. selection of content and activities,
d. placement of each child in relevant activities, and
e. means of evaluation.

(4) The student will identify that three areas of responsibility of a unit leader are:

a. as a member of the Instructional Improvement Committee,
b. as a leader of a unit, and
c. as a teaching member of the unit.

(5) The student will identify that the role of a unit leader is instructional rather than administrative.

(6) Given the responsibility to perform the functions of a unit leader in a simulated R & I Unit, the student will:

a. interact with all other personnel in the unit, the building personnel, central administration staff, and consultants,
b. coordinate instructional activity, and
c. coordinate research activity.

(7) Given the instruction to cite examples of the statement, "Unit teacher performance will be at a high professional level in connection with several components of an instructional system," the student will write the following examples:

a. the R & I Unit teacher will formulate objectives for each child,
b. the R & I Unit teacher will assess each child's characteristics,
c. the R & I Unit teacher will use new materials and equipment,
d. the R & I Unit teacher will try out new instructional procedures, and
e. the R & I Unit teacher will participate in development and research activities.

(8) The student will identify that through the meetings between the unit leader and the unit teachers, the teacher participates in:

a. instructional decision-making,
b. selecting instructional material, and
c. executing the total instructional program.

(9) The student will select the following example as one way in which to describe the unit teacher's function of diagnosing student characteristics: observation of individual performance as a basis for personal instructional diagnosis.

(10) The student will list the following as the three primary functions of the R & I Unit teacher:

a. to plan,
b. to conduct, and
c. to evaluate instruction.

(11) Given a list of various functions in individually guided education, the student will select the following as functions in which the R & I Unit teacher will become involved:

a. developing and clarifying instructional objectives,
b. designing and executing a program based on the assessment of each child, and
c. continuously evaluating the child's progress and the instructional program.

(12) Given the instruction to participate as a teacher in a simulated R & I Unit, the student will perform the function by planning, conducting, and evaluating the instruction for a specific exercise.

(13) The student will identify that the functions and responsibilities of the guidance and counseling personnel in the R & I Unit are to cooperate with the unit leader in coordinating the diagnosis of learning problems of children and the development of appropriate individualized programs.

(14) The student will identify the counseling and guidance personnel as sources of assistance in providing positive school experiences for the elementary student.

(15) Given a series of problems related to the learning problems of the elementary student, the student will identify the problems that require the assistance of the counseling and guidance personnel.

(16) The student will demonstrate his ability to set up the organization for a multiunit elementary school having at least two R & I Units. He will organize a class (of his peers) into the staff of the multiunit school. He will prepare an agenda for a meeting in which he is the:

a. building principal (submitted agenda will be for a meeting of the Instructional Improvement Committee), and
b. unit leader (submitted agenda will be for a meeting of the personnel in a single R & I Unit).

Treatment:

Students assigned as unit leaders and teachers will conduct several unit meetings in which they identify the tasks they would have to accomplish to carry out instruction in reading, and identify the role of each in carrying out each task--they will also identify tasks which will need the assistance of consultants or other special personnel, and those which need to be coordinated through the instructional improvement committee.

Materials:

Videotapes on Unit operations, and The Multiunit Elementary School: Individually Guided Education.

Printed materials to be developed.

Evaluation:

Critique of the meetings by an instructor, who will attend each.

Number: 1200 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem.

Behavioral Objectives: 10

(1) When instructed to select a primary function of the multiunit school, the student will select the statement: to develop an exemplary program of individually guided instruction.

(2) The student will identify that the purpose of the meetings of the instructional improvement committee is to plan and evaluate the total instructional program for the children of the units.

(3) The student will list the personnel who permanently make up the instructional improvement committee as:
- a. the building principal, and
- b. the unit leaders.

(4) The student will identify that decisions made by the instructional improvement committee are communicated and executed by the unit leaders.

(5) When instructed to select the three levels of the functions performed by the instructional improvement committee, the student will select the following:
- a. interpreting and sythesizing systemwide and statewide policies that affect the instructional program of the building,
- b. developing the broad outlines of the instructional program--all of its components--for the school, and
- c. coordinating those uses of facilities, time, material, etc., that units do not manage independently.

(6) The student will include the following as necessary functions of the building principal:
- a. must provide cooperative atmosphere,
- b. must value the possibilities inherent in an R & I Unit,
- c. must be sensitive to mixed feelings, and
- d. must recognize outstanding activities of individual teachers in order to utilize their capabilities to the maximum.

(7) The student will identify that the building principal is charged with the supervisory and evaluative responsibilities of all the unit staff.

(8) The student will identify that problems regarding building maintenance should be taken up with the building principal.

(9) The student will identify that the building principal will exert leadership for providing adequate:
- a. facilities,
- b. materials, and
- c. equipment.

(10) The student will identify that the area of responsibility of a unit leader is as a member of the instructional improvement committee.

Treatment:

Students assigned as principal and unit leaders will conduct several Instructional Improvement Committee meetings in the presence of other students and the instructor, in which they identify their tasks in coordinating instruction in reading, and identify tasks which should be performed by the principal alone. They will also identify tasks which need the assistance of consultants or other special personnel. They will meet regularly to coordinate the decisions of the simulation R & I Units. The principal will prepare agenda for each meeting

Materials:

Videotape: The Multiunit Elementary School: The Instructional Improvement Committee.

Printed materials to be developed. Previous knowledge.

Evaluation:

Critique of the meetings by the instructor and students.

Number: 1201 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem.

Behavioral Objectives: 13

(1) The student will identify the R & I Unit as the organization that generates ideas for research and development projects directly related to instructional programs.

(2) The student will identify the function of serving as a laboratory for implementing and evaluating promising innovations and materials as one preformed by the R & I Unit.

(3) When instructed to select areas in which the R & I Unit uses a systematic program of research and development in order to improve learning conditions, the student will select the following:
   a. motivation and other conditions of learning,
   b. individually guided education in various subject fields, and
   c. concept and other forms of learning.

(4) When instructed to list four functions performed by all R & I Units, the student will list the following in any order:
   a. research,
   b. development,
   c. innovation, and
   d. diffusion.

(5) When instructed to select the primary function of the multiunit school, the student will select: to provide an environment which is conducive to conducting research and development activities.

(6) The student will identify the following as a function of the unit leader: coordinates research and development activities.

(7) The student will identify that the unit leader must be flexible and inventive in adapting procedures to experimental situations.

(8) The student will identify that the unit leader assists a coordinator from the university research center to prepare an outline for implementing experiments.

(9) Given the responsibility to perform the functions of a unit leader in a simulated R & I Unit, the student will coordinate research activity.

(10) Given the instruction to cite examples of the statment, "Unit teacher performance will be at a high professional level in connection with several components of an instructional system," the student will write the following examples:

a. The R & I Unit teacher will try out new instructional procedures.
b. The R & I Unit teacher will participate in development and research activities.

(11) Given a list of statement regarding research, development, and innovation, the student will select the following as being correct about the R & I Unit teacher:

a. The teacher is free to use and is encouraged to use techniques with which he has had the most success.
b. The teacher has an opportunity for developing his own researchable ideas and for trying them out.
c. While he has not been prepared to design and execute "educational" research, the R & I teacher can reliably implement and carry out procedures in executing a research project.

(12) The student will identify assistance in research as an area of responsibility for the counseling and guidance personnel in the R & I Unit.

(13) Given the instruction to list the personnel positions within a multiunit organization for a building and a summary of the functions performed by each, the student will include the following in his response:

a. Unit Leader - - - - - - - - - - - - - - - - - coordinates instructional activities, research and development activities and efforts of the personnel in the R & I Unit.

Treatment:

Given a research proposal prepared in advance by the instructor, the simulation R & I Unit will meet to plan the implementation of the research. Plans will include:

(1) design for manipulation of students and teachers,
(2) specification of each Unit member's role relative to research project, and
(3) specifications of other personnel who are to be involved and of their roles, including the instructional improvement committee.

Materials:

Videotapes: The Multiunit Elementary School: Research and Development Activities. The Multiunit Elementary School: Roles and Relationships. Teaching in the Multiunit Elementary School: The Huegel School II.
Printed materials to be developed.

Evaluation:

Observation and critique by the instructor.

Number: 1202 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 8

(1) Given the instruction to identify the functions of the R & I Unit in promoting professional development, the student will identify the following:
  a. serves as an improved context for pre-service clinical experience in teaching, and
  b. promotes continuous in-service growth of certificated teachers through regular professional interaction, group decision-making, and planned in-service experiences.

(2) When instructed to select the primary function of the multiunit school, the student will select: to provide an excellent environment for pre-service and in-service teacher education.

(3) Given the instruction to cite an example of a function not associated with instructional improvement but for which the Instructional Improvement Committee is responsible, the student will write: scheduling of activities for interns.

(4) The student will identify that the building principal and the Instructional Improvement Committee are required to identify the need and arrange for necessary in-service or continuing education for the staff.

(5) The student will identify that the unit leader is responsible for:
  a. guiding and training noncertificated personnel (such as teachers aides, instructional secretaries, interns, etc.),
  b. giving assignments to noncertified personnel, and
  c. making time schedules for noncertified personnel.

(6) Given a situation in which a unit teacher is ineffective, whether through personality conflicts or an inability to work as part of a team, the student will identify that: he may be given further training.

(7) Given the instruction to list areas in which the teacher aide receives individual instruction from the unit leader, the student will list the following:
  a. training,
  b. guidance,

- c. assignments, and
- d. schedules.

(8) Given the instruction to list areas in which the instructional secretary receives individual instruction from the unit leader, the student will list the following:

- a. training,
- b. guidance,
- c. assignments, and
- d. schedules.

Treatment:

A simulated Instructional Improvement Committee will meet and identify the in-service needs of teacher aides, instructional secretaries, beginning teachers, and experienced teachers. In turn, the unit leaders in the Instructional Improvement Committee will meet with their R & I Units (simulated) and the units will devise operations for meeting these needs. The plans will be returned to the Instructional Improvement Committee (simulated) for coordination. Instructional Improvement Committee meetings to be in front of a large group.

Materials:

Videotapes: The Multiunit Elementary School: A Guided Program for Interns. Teaching in the Multiunit Elementary School: The Franklin School.

Printed materials to be developed. Notes from interviews with multiunit organization schools during earlier phase.

Evaluation:

Critique by large group, observations and critique of instructor.

Number: 1203 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem.

Behavioral Objectives: 5

(1) The student will identify that the R & I Unit in the multiunit school is responsible for the total educational experience of the children assigned to it.

(2) The student will identify the following as functions jointly performed by members of the R & I Unit:

- a. assessment of characteristics of each child,
- b. development of objectives,
- c. selection of content and activities,
- d. placement of each child in relevant activities, and
- e. means of evaluation.

(3) Given the responsibility to perform the functions of a unit leader in a simulated R & I Unit, the student will:

- a. interact with all other personnel in the unit, the building personnel, central administration staff, and consultants,
- b. coordinate instructional activity, and
- c. coordinate research activity.

(4) Given the instruction to participate as a teacher in a simulated R & I Unit, the student will perform the function by planning, conducting, and evaluating the instruction for a specific exercise.

(5) The student will demonstrate his ability to set up the organization for a multiunit elementary school having at least two R & I Units. He will organize a class (of his peers) into the staff of the multiunit school. He will prepare an agenda for a meeting in which he is the:

- a. building principal (submitted agenda will be for a meeting of the Instructional Improvement Committee), and
- b. unit leader (submitted agenda will be for a meeting of the personnel in a single R & I Unit).

Treatment:

A group of four to eight senior students will be assigned to act as a unit, under the direction of the professor, to design, implement and evaluate a sequence of instruction for junior students. The senior students will rotate in the position of unit leader. Several such units of senior students may act concurrently, and an Instructional Improvement Committee to coordinate their efforts may be formed, with the professor to act as principal.

Materials:

Videotapes: *The Multiunit Elementary School: The Instructional Improvement Committee*. *The Multiunit Elementary School: Individually Guided Education*. *Teaching in the Multiunit Elementary School: The Wilson School*. *Teaching in the Multiunit Elementary School: The Huegel School I*.

Printed materials to be developed. Applicable course content.

Evaluation:

Observation by university faculty and reactions of the junior students. Self-appraisals accompanied by small group conferences with professor. Evaluations of junior students' achievement.

Number: 1204 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles Responsibilities

Target Population: In-S., Admin.

[illegible] Objective: [illegible]

Behavioral Objectives: 17

(1) The student will identify that the R & I Unit in the multiunit school is responsible for the total educational experience of the children assigned to it.

(2) The student will identify the following as functions jointly performed by members of the R & I Unit:

a. assessment of characteristics of each child,
b. development of objectives,
c. select of content and activities,
d. placement of each child in relevant activities, and
e. means of evaluation.

(3) Given the responsibility to perform the functions of a unit leader in a simulated R & I Unit, the student will:

a. interact with all other personnel in the unit, and building personnel, central administration staff, and consultants,
b. coordinate instructional activity, and
c. coordinate research activity.

(4) Given the instruction to participate as a teacher in a simulated R & I Unit, the student will perform the function by planning, conducting, and evaluating the instruction for a specific exercise.

(5) Given the instruction to identify the areas of activity within the R & I Unit in which an intern may participate, the student will identify that the intern will assist with all activities under the direction of the unit leader.

(6) Given the instruction to identify the areas in which the emphasis of a multiunit organization differs from that of the self-contained classroom, the student will include:

a. instructional decision making,
b. individually guided education,
c. cooperative planning, and
d. multisized group instruction.

(7) Given the instruction to justify to a parent or another teacher the conversion of a self-contained classroom school system to the R & I Unit system, the student will write an appropriate statement.

(8) Given the instruction to assist a teacher in the self-contained classroom apply features of the R & I Unit to his teaching situation, the student will identify instructional techniques that are adaptable to the self-contained classroom.

(9) The student will prepare a list of factors to be used in evaluating the effectiveness of an R & I Unit in the multiunit school.

(10) Given the instruction to observe an ongoing R & I Unit and evaluate it effectiveness, the student will use the list of factors he has developed and write an evaluation of the unit.

(11) Given the instruction to justify to parents, educators from another school system, and to other interested personnel the adoption of the multiunit organization for the elementary school, the student will write an appropriate statement.

(12) Given the instruction to provide a briefing for individuals who plan to observe an ongoing R & I Unit, the student will identify the topics to be presented and the individual who is to perform the briefing.

(13) Given the instruction to assign an individual new to the school system to a position in the R & I Unit the student will study the qualifications of the individual and the needs of the school and make the appropriate assignment.

(14) Given the description of an existing school system organized as a self-contained classroom school, and the instruction to prepare a plan for conversion of the school to the multiunit system, the student will identify the source material that will help him convert the school to the multiunit system.

(15) Given the instruction to plan the conversion of a self-contained classroom school system to a multiunit system the student will identify that the plans will include: (the essential elements)

a. obtaining consultants to help prepare layout of the new complex from the central office,

b. preparing plans to convert classroom space to the unit layout,

c. positioning the resource center in order to obtain maximum efficiency in relation to the placement of the units,

d. preparing a cost estimate of the physical layout conversion,

e. submitting plans and cost estimates to the planning committee of the central office,

f. studying his existing staff and determining who among his staff are qualified for the positions of unit leaders and teachers,

g. calling a staff meeting of his personnel and presenting the suggested new personnel structure, including:

1. placement of those interested in participating in the R & I Unit system, and

2. provisions for those personnel who prefer to remain in a self-contained classroom.

h. forming the Instructional Improvement Committee with which he will work to prepare a list of the required equipment, materials, texts, teaching aids, supplies, etc.,

i. preparing cost estimates of supplies and submitting the request for supplies and the estimates to the central office,

j. mmeting with the Instructional Improvement Committee to determine the number of additional personnel (paraprofessionals) that will be required to implement the multiunit instructional system, and

k. arranging with the central office for workshops and training sessions for the multiunit professional staff and for paraprofessionals.

(16) Given the instruction to identify the contents of a teacher aide training program, the student will identify the following:

a. t[illegible]ogram will present an orientation to the multiunit in[illegible]onal system

b. the program will define the role of the teacher aide in the system

c. the program will list teacher aide responsibilities in that system

d. the program will offer instruction, training, and practice in the operation of the equipment scheduled for the system

e. the program will offer instruction and training in contingency management for directing elementary children in those activities covered in item c.

(17) Given a series of problem statements related to activities in the multiunit school, the student will be able to identify the individual responsible for the solution of each problem.

Treatment:

A staff from a self-contained school will implement the multiunit organization.

Materials:

All related videotapes, printed materials, previous background gained.

Evaluation:

A university liaison person's observations and critique and self-evaluation procedures.

Number: 1205 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem.

Behavioral Objectives: 12

(1) The student will identify the R & I Unit as the organization that generates ideas for research and development projects directly related to instructional programs.

(2) The student will identify the function of serving as a laboratory for implementing and evaluating promising innovations and materials as one performed by the R & I Unit.

(3) When instructed to selected areas in which the R & I Unit uses a systematic program of research and development in order to improve learning conditions, the student will select the following:

a. motivation and other conditions of learning,
b. individually guided education in various subject fields, and
c. concept and other forms of learning.

(4) When instructed to list four functions performed by all R & I Units, the student will list the following in any order:

a. research,
b. development,
c. innovation, and
d. diffusion.

(5) When instructed to select the primary function of the multiunit school, the student will select: to provide an environment which is conducive to conducting research and development activities.

(6) The student will identify the following as a function of the unit leader: coordinates research and development activities.

(7) The student will identify that the unit leader must be flexible and inventive in adapting procedures to experimental situations.

(8) The student will identify that the unit leader assists a coordinator from the university research center to prepare an outline for implementing experiments.

(9) Given the responsibility to perform the functions of a unit leader in a simulated R & I Unit, the student will coordinate research activity.

(10) Given a list of statements regarding research, development, and innovation, the student will select the following as being correct about the R & I Unit teacher:

a. The teacher is free to use and is encouraged to use techniques with which he has had the most success.
b. The teacher has an opportunity for developing his own researchable ideas and for trying them out.
c. While he has not been prepared to design and execute "educational" research, the R & I teacher can reliably implement and carry out procedures in executing a research project.

(11) The student will identify assistance in research as an area of responsibility for the counseling and guidance personnel in the R & I Unit.

(12) The student will demonstrate his ability to set up the organization for a multiunit elementary school having at least two R & I Units. He will organize a class (of his peers) into the staff of the multiunit school. He will prepare an agenda for a meeting in which he is the:

a. building principal (submitted agenda will be for a meeting of the Instructional Improvement Committee), and
b. unit leader (submitted agenda will be for a meeting of the personnel in a single R & I Unit).

Treatment:

The operating units of seniors developed earlier will conduct a series of meetings in which they identify a research or development topic to be carried on as part of their operation with classes of juniors. Utilizing the research design instructor as consultant, they will design, conduct and evaluate the research or development. The course instructor will act throughout in the capacity of building principal.

Materials:

Videotapes: The Multiunit Elementary School: Roles and Relationships. The Multiunit Elementary School: Research and Development Activities.

Evaluation:

Critique by the research design instructor and course instructor, and self-critique by the operating unit.

Number: 1206 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: In-S., Admin.

Behavioral Objectives: 11

(1) The student will identify the R & I Unit as the organization that generates ideas for research and development projects directly related to instructional programs.

(2) The student will identify the function of serving as a laboratory for implementing and evaluating promising innovations and materials as one performed by the R & I Unit.

(3) When instructed to select areas in which the R & I Unit uses a systematic program of research and development in order to improve learning conditions, the student will select the following:

- a. motivation and other conditions of learning,
- b. individually guided education in various subject fields, and
- c. concept and other forms of learning.

(4) When instructed to list four functions performed by all R & I Units, the student will list the following in any order:

- a. research,
- b. development,
- c. innovation, and
- d. diffusion.

(5) When instructed to select the primary function of the multiunit school, the student will select: to provide an environment which is conducive to conducting research and development activities.

(6) The student will identify that a unit leader must have additional preparation in the area of research.

(7) The student will identify a function of the unit leader as one who coordinates research and development activities.

(8) The student will identify that the unit leader assists a coordinator from the university research center to prepare an outline for implementing experiments.

(9) Given the responsibility to perform the functions of a unit leader in a simulated R & I Unit, the student will coordinate research activity.

(10) Given the instruction to cite examples of the statement, "Unit teacher performance will be at a high professional level in connection with several components of an instructional system," the student will write the following examples:

- a. the R & I Unit teacher will try out new instructional procedures
- b. the R & I Unit teacher will participate in development and research activities.

(11) Given a list of statements regarding research, development, and innovation, the student will select the following as being correct about the R & I Unit teacher:

- a. the teacher is free to use and is encouraged to use techniques with which he has had the most success
- b. the teacher has an opportunity for developing his own researchable ideas and for trying them out
- c. while he has not been prepared to design and execute "educational" research, the R & I teacher can reliably implement and carry out procedures in executing a research project.

Treatment:

The staff of an operating multiunit organization will identify a research need (either in evaluation of materials and procedures, research and development of a new instructional system, e.g., a social studies unit in local history or participate with another agency in long-range research and development or basic research), involve the appropriate consultants, and design and execute the research activity.

Materials:

Videotape: The Multiunit Elementary School: Research and Development Activities.
Printed materials, previous instruction in research.

Evaluation:

University liaison person's critique. Results of the research activity.

Number: 1207 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions-- Roles and Responsibilities.

Target Population: Pre-S., Elem.

Behavioral Objectives: 12

(1) The student will identify the following as functions jointly performed by members of the R & I Unit:
  a. assessment of characteristics of each child,
  b. development of objectives,
  c. selection of content and activities,
  d. placement of each child in relevant activities, and
  e. means of evaluation.

(2) The student will identify that two of the abilities a unit leader must possess are:
  a. the ability to recognize the capabilities of unit personnel, and
  b. the ability to utilize the capabilities of unit personnel.

(3) The student will identify the following as functions of the unit leader:
  a. coordinates efforts of personnel in the R & I Unit,
  b. coordinates instructional activities in the R & I Unit,
  c. coordinates research and development activities,
  d. prepares measurement instruments and diagnostic procedures,
  e. continuously evaluates each child in terms of instructional objectives,
  f. determines progress of each child,
  g. diagnoses weaknesses in student learning, and
  h. identifies and solves instructional problems.

(4) The student will identify that the unit leader must be flexible and inventive in adapting:
  a. learning methods,
  b. materials, and
  c. procedures to experimental situations.

(5) The student will identify that an effective unit leader must:

  a. be sensitive to individual learning problems, and
  b. have training in methods to alleviate individual learning problems.

(6) The student will identify that the unit leader must evidence:

  a. a commitment to a lifetime career in teaching, and
  b. a willingness to continually improve his professional capabilities by pursuing further education and gaining relevant experience during the school year and summer.

(7) Given the instruction to identify functions performed by the teacher in the R & I Unit that differ from those required of a teacher in a self-contained classroom, the student will identify:

  a. planning with other members of the unit,
  b. working with many children and with other unit members (rather than working with a smaller number of children independently), and
  c. performing at a more professional level in connection with several components of an instructional system.

(8) Given the instruction to cite examples of the statement, "Unit teacher performance will be at a high professional level in connection with several components of an instructional system," the student will write the following examples:

  a. the R & I Unit teacher will formulate objectives for each child
  b. the R & I Unit teacher will assess each child's characteristics
  c. the R & I Unit teacher will use new materials and equipment
  d. the R & I Unit teacher will try out new instructional procedures
  e. the R & I Unit teacher will participate in development and research activities.

(9) The student will select the following example as one way in which to describe the unit teacher's function of diagnosing student characteristics: observation of individual performance of a basis for personal instructional diagnosis.

(10) Given a list of statements regarding research, development, and innovation, the student will select the following as being correct about the R & I Unit teacher: while he has not been prepared to design and execute "educational" research, the R & I teacher can reliably implement and carry out procedures in executing a research project.

(11) The student will list the following as the three primary functions of the R & I Unit teacher:

  a. to plan,
  b. to conduct, and
  c. to evaluate instruction.

(12) Given a list of various functions in individually guided education, the student will select the following as functions in which the R & I Unit teacher will become involved:

  a. developing and clarifying instructional objectives,
  b. designing and executing a program based on the assessment of each child, and
  c. continuously evaluating the child's progress and the instructional program.

Treatment:

The operating units of seniors established earlier shall, near the end of their senior year, conduct a series of meetings to do both of the following:

(1) Critique of the existing preparation program in terms of its effectiveness for teachers who will be employed in multiunit schools.
(2) Critique existing materials (printed, filmed, etc.) on the same criterion, and revise these materials and/or prepare new ones.

Materials:

Related source materials.

Evaluation:

Critique by the college instructional staff.

Number: 1208 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: In-S., Admin.

Behavioral Objectives: 9

(1) Given the instruction to identify the organization that performs the following function: provides for unit leaders to attend seminars and workshops outside the school building, the student will identify the Central Administration of Public Schools.

(2) When instructed to identify ways in which the central administration of public schools exercises leadership, the student will identify the following: providing expert consultant assistance as needed.

(3) When instructed to list the function performed by all R & I Units, the student will list diffusion.

(4) When instructed to select the primary function of the multiunit school, the student will select: to provide an excellent environment for pre-service and in-service teacher education.

(5) The student will identify that the building principal and the Instructional Improvement Committee are required to identify the need and arrange for necessary in-service or continuing education for the staff.

(6) Given the instruction to list areas in which the teacher aide receives individual instruction from the unit leader, the student will list the following:

a. training,
b. guidance,
c. assignments, and
d. schedules.

(7) Given the instruction to list areas in which the instructional secretary receives individual instruction from the unit leader, the student

will list the following:

a. training,
b. guidance,
c. assignments, and
d. schedules.

(8) Given the instruction to plan the conversion of a self-contained classroom school system to a multiunit system the student will identify that the plans will include: arranging with the central office for workshops and training sessions for the multiunit professional staff and for paraprofessionals.

(9) Given the instruction to identify the contents of a teacher aide training program, the student will identify the following: the program will present an orientation to the multiunit instructional system.

Treatment:

An operating multiunit organization will identify the strengths and weaknesses of its staff members, and then develop and execute an in-service program utilizing both informal and formal means of meeting those needs. It will also develop and execute a program for introducing and demonstrating new materials and techniques.

Materials:

Videotape: Teaching in the Multiunit Elementary School: The Franklin School.

A unit operation. Printed materials to be developed. Videotapes.

Evaluation:

Self-evaluation.

Number: 1209 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: In-S., Admin.

Behavioral Objectives: 3

(1) When instructed to select a primary function of the multiunit school, the student will select the following: to provide an excellent environment for pre-service and in-service teacher education.

(2) Given the instruction to cite an example of a function not associated with instructional improvement but for which the instructional improvement committee is responsible, the student will write scheduling of activities for interns.

(3) Given the instruction to identify the areas of activity within the R & I Unit in which an intern may participate, the student will identify that the intern will assist with all activities under the direction of the unit leader.

Treatment:

An operating multiunit organization will develop and execute an individually guided program for interns. Development of the program will be conducted cooperatively by the professional staff of a multiunit school and appropriate university personnel. The individually guided program will meet the above behavioral objectives.

Materials:

Videotape: The Multiunit Elementary School: A Guided Program for Interns.

State certification code and university program. Printed materials to be developed.

Evaluation:

Terminal proficiencies of the interns evaluated by the instructional improvement committee and the university supervisor.

Number: 1210 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 5

(1) Given the instruction to identify the areas of activity within the R & I Unit in which an intern may participate, the student will identify that the intern will assist with all activities under the direction of the unit leader.

(2) Given the instruction to identify the areas in which the emphasis of a multiunit organization differs from that of the self-contained classroom, the student will include:

a. instructional decision making,
b. individually guided education,
c. cooperative planning, and
d. multisized group instruction.

(3) Given the instruction to justify to a parent or another teacher the conversion of a self-contained classroom school system to the R & I Unit system, the student will write an appropriate statement.

(4) Given the instruction to assist a teacher in the self-contained classroom apply features of the R & I Unit to his teaching situation, the student will identify instructional techniques that are adaptable to the self-contained classroom.

(5) Given the instruction to justify to parents, educators from another school system, and to other interested personnel the adoption of the multiunit organization for the elementary school, the student will write an appropriate statement.

Treatment:

Units of students shall cooperatively plan and conduct sessions for practicing educators, in which the basic structure and functions of the multiunit school shall be disseminated. These dissemination sessions will be supervised and coordinated by the instructional staff of the college.

Materials:

Videotapes and/or printed materials developed by the units.

Evaluation:

Critique by the instructor and by audiences.

Number: 1211 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structures and Functions--Roles and Responsibilities

Target Population: C/U, Admin.

Behavioral Objectives: 11

(1) The instructor will identify the following as organizations related to the functioning of the multiunit school system:
- a. Department of Health, Education, and Welfare,
- b. U. S. Office of Education,
- c. University Research Center,
- d. State Office of Education,
- e. Central Administration of Public Schools,
- f. school building, and
- g. R & I Unit.

(2) The instructor will identify that functions of the University Research Center include:
- a. outlining research designs,
- b. planning measurement devices,
- c. performing statistical analyses from data obtained from R & I Units, and
- d. defining instructional treatments.

(3) The instructor will identify that functions of the Central Administration of Public Schools include:
- a. providing adequate facilities, equipment, and supplies,
- b. approving and obtaining texts and materials other than those generally prescribed,
- c. authorizing the participation of members of an R & I Unit staff in seminars and workshops outside the school building,
- d. explicitly defining roles of individuals in the R & I Unit,
- e. making provisions for transferring personnel, and
- f. providing consultants as required.

(4) The instructor will identify that functions of the R & I Unit include:

a. serving as a laboratory for implementing and evaluating innovations and materials,
b. providing an environment which is conducive to research and development activities,
c. being responsible for the total educational experiences of the children, and
d. developing an exemplary instructional program.

(5) The instructor will identify the following as functions performed by the staff of the R & I Unit:

a. developing objectives,
b. selecting course content and activities,
c. selecting or developing means of evaluation,
d. assessing characteristics of each child, and
e. placing each child in relevant activities.

(6) The instructor will identify the personnel positions in a multiunit school and the appropriate responsibilities for each

(7) The instructor will identify that an Instructional Improvement Committee is made up of the building principal and the unit leaders in a particular school building.

(8) The instructor will identify the following activities as responsibilities of the Instructional Improvement Committee:

a. interpreting and synthesizing systemwide and statewide policies that affect the instructional program of the building,
b. developing the broad outlines of the instructional program for the school, and
c. planning and evaluating the total instructional program for the children in the units.

(9) The instructor will identify the coordinating responsibilities of the Instructional Improvement Committee as those dealing with:

a. development-based research,
b. intern activity, and
c. uses of facilities, and time and material that units do not manage independently.

(10) The instructor will identify that a School-Wide Policy Committee is made up of:

a. the superintendent of the school district,
b. building principals of all multiunit-system schools in the district,
c. representative unit leaders and teachers,
d. consultants, and
e. relevant central administration staff.

(11) The instructor will identify that functions of the School-Wide Policy Committee include:

a. making decisions with district-wide impact,
b. activities concerned with functions to be served in multiunit schools,
c. activities concerned with transferring personnel,
d. activities concerned with approving and providing facilities, equipment, and supplies, and
e. serving as an information service.

Treatment:

A series of seminars will be conducted for college and university and administration personnel during which they will view the related videotapes, read the related printed materials, and discuss the content with a consultant.

Materials:

Videotapes, printed materials to be developed.

Evaluation:

Discussion sessions in which participants jointly evaluate.

Number: 1212 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: C/U

Behavioral Objectives: 13

(1) The instructor will identify the following as organizations related to the functioning of the multiunit school system:
  a. Department of Health, Education, and Welfare,
  b. U. S. Office of Education,
  c. University Research Center,
  d. State Office of Education,
  e. Central Administration of Public Schools,
  f. school building, and
  g. R & I Unit.

(2) The instructor will identify that functions of the University Research Center include:
  a. outlining research designs,
  b. planning measurement devices,
  c. performing statistical analyses from data obtained from R & I Units, and
  d. defining instructional treatments.

(3) The instructor will identify that functions of the Central Administration of Public Schools include:
  a. providing adequate facilities, equipment, and supplies,
  b. approving and obtaining texts and materials other than those generally prescribed,
  c. authorizing the participation of members of an R & I Unit staff in seminars and workshops outside the school building,
  d. explicitly defining roles of individuals in the R & I Unit,
  e. making provisions for transferring personnel, and
  f. providing consultants as required.

(4) The instructor will identify that functions of the R & I Unit include:

a. serving as a laboratory for implementing and evaluating innovations and materials,
b. providing an environment which is conducive to research and development activities,
c. being responsible for the total educational experience of the children, and
d. developing an exemplary instructional program.

(5) The instructor will identify the following as functions performed by the staff of the R & I Unit:

a. developing objectives,
b. selecting course content and activities,
c. selecting or developing means of evaluation,
d. assessing characteristics of each child, and
e. placing each child in relevant activities.

(6) The instructor will identify the personnel positions in a multiunit school and the appropriate responsibilities for each.

(7) The instructor will identify that an Instructional Improvement Committee is made up of the building principal and the unit leaders in a particular school building.

(8) The instructor will identify the following activities as responsibilities of the Instructional Improvement Committee:

a. interpreting and synthesizing systemwide and statewide policies that affect the instructional program of the building,
b. developing the broad outlines of the instructional program for the school, and
c. planning and evaluating the total instructional program for the children in the units.

(9) The instructor will identify the coordinating responsibilities of the Instructional Improvement Committee as those dealing with:

a. development-based research,
b. intern activity, and
c. uses of facilities, time and material that units do not manage independently.

(10) The instructor will identify that a School-Wide Policy Committee is made up of:

a. the superintendent of the school district,
b. building principals of all multiunit-system schools in the district,
c. representative unit leaders and teachers,
d. consultants, and
e. relevant central administration staff.

(11) The instructor will identify that functions of the School-Wide Policy Committee include:

a. making decisions with district-wide impact,
b. activities concerned with functions to be served in multiunit schools,
c. activities concerned with transferring personnel,
d. activities concerned with approving and providing facilities, equipment, and supplies, and
e. serving as an information service.

(12) Given a series of situations that require interaction with personnel in a multiunit organization, the instructor will identify the appropriate individual to be contact for each situation.

(13) The instructor will describe a teaching situation in his area of specialization that may be used to illustrate the operation of an R & I Unit.

Treatment:

College and university personnel will guide the operation of units comprised of seniors who are instructing juniors. They can function as unit leaders and/or principals.

Materials:

Videotapes and printed materials to be developed.

Evaluation:

College and university personnel will develop their own instruments and techniques for evaluating and refining the operation of the units.

Number: 1213 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: C/U

Behavioral Objectives: 4

(1) The instructor will identify that functions of the R & I Unit include:

a. serving as a laboratory for implementing and evaluating innovations and materials,
b. providing an environment which is conducive to research and development activities,
c. being responsible for the total educational experience of the children, and
d. developing an exemplary instructional program.

(2) The instructor will identify the following as functions performed by the staff of the R & I Unit:

a. developing objectives,
b. selecting course content and activities,
c. selecting or developing means of evaluation,
d. assessing characteristics of each child, and
e. placing each child in relevant activities.

(3) The instructor will identify the following activities as responsibilities of the Instructional Improvement Committee:

a. interpreting and synthesizing systemwide and statewide policies that affect the instructional program of the building,
b. developing the broad outlines of the instructional program for the school, and
c. planning and evaluating the total instructional program for the children in the units.

(4) The instructor will identify the coordinating responsibilities of the Instructional Improvement Committee as those dealing with:

a. development-based research,
b. intern activity,

c. uses of facilities and time and material that units do not manage independently.

Treatment:

A unit of instructors in a given subject area (e.g. elementary educational psychology) shall operate as an R & I Unit in planning, conducting and evaluating a program of individually guided education for their students. The department chairman will act in a capacity similar to that of building principal; instructors will rotate in the capacity of unit leaders. Other administrative personnel will observe and support the unit.

Materials:

Printed materials to be developed. Materials developed by the unit of instructors.

Evaluation:

Self-critique. Critique by observing administrative personnel. Critique by students, and measurement of students' achievement.

Number: 1214 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will identify that functions of the university research center include:
  a. outlining research designs,
  b. planning measurement devices,
  c. performing statistical analyses from data obtained from R & I Units, and
  d. defining instructional treatments.

(2) The instructor will identify that functions of the R & I Unit include:
  a. serving as a laboratory for implementing and evaluating innovations and materials, and
  b. providing an environment which is conducive to research and development activities.

(3) The instructor will identify the coordinating responsibilities of the Instructional Improvement Committee as those dealing with development-based research.

Treatment:

College and university personnel will form R & I Units as a means for conducting research and development activities, using college age students as subjects.

Materials:

None.

Evaluation:

The analysis of the research design and data.

Number: 1215 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Combination: Organizational Structure and Functions--Roles and Responsibilities

Target Population: C/U

Behavioral Objectives: 3

(1) The administrator will describe a teaching situation that requires the cooperation of the university research center and personnel in an elementary multiunit school.

(2) The administrator will outline the procedures required to establish contact between the university research center and local school systems.

(3) The administrator will be able to identify the advantages of the multiunit organization to:

a. other administrative personnel,
b. alumni and other interested persons, and
c. state and local school governing bodies.

Treatment:

A group of college and university administrative personnel will conduct a series of meetings to hear position papers prepared by its own members, and to develop a joint statement which will include the following:

(1) A rationale for the promotion of the multiunit pattern of elementary school organization.

(2) A policy concerning cooperation between the college or university and local multiunit schools.

(3) A set of procedures for establishing and maintaining contact with multiunit schools.

Materials:

Videotapes, printed materials to be developed.

Evaluation:

Critique and development by the group.

Number: 1216 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Basic Pattern of the Multiunit Elementary School

Target Population: Supp.

Behavioral Objectives: 1

Given the instruction to identify the organization of the R & I Unit, the student will select the following hierarchy of responsibility:

a. building principal,
b. unit leaders,
c. certified teachers,
d. interns, and
e. teacher aides.

Treatment:

The students in two large group sessions will view videotapes followed by a question and answer period. They will, during the videotape, complete a skeletal organizational chart of an multiunit elementary school by filling in the names of positions and groups (such as units) and by listing the functions of each.

Materials:

Videotapes: The Multiunit Elementary School: The Basic Pattern. The Multiunit Elementary School: An Overview. The Multiunit Elementary School: Roles and Relationships.

Printed materials to be developed. Teaching materials such as the skeletal chart.

Evaluation:

Paper and pencil test, including questions which ask the student to select from a list of responsibilities those which properly belong to the principal, the unit leader, the teacher, the intern and the teacher aide.

Number: 1217 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Pupil Behavior

Target Population: Supp.

Behavioral Objectives: 1

The student will list the general stages in the developmental growth of children.

Treatment:

The students will attend a large-group lecture in which the instructor lists and defines the developmental stages of children of elementary school age. Following the lecture, the students will be given case studies of about ten children and assigned the task of locating each in the hierarchy of developmental stages. Upon completion of the assignment, students will assemble in small groups to discuss their decisions. They will then reassemble to hear a large-group lecture in which ways of dealing with children at each stage are discussed.

Materials:

Klausmeier, H. J. and Goodwin. W. *Human Abilities and Learning*.
Case study materials.

Evaluation:

Small group discussion. Paper and pencil tests.

Number 1218 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Pupil Behavior

Target Population: Supp.

Behavioral Objectives: 2

(1) The student will demonstrate knowledge of the general stages in the developmental growth of children.

(2) Given three case studies of children with defined and unique behavior patterns, the student will identify the behavior types and list methods of working with them.

Treatment:

Students in small groups will view a filmed case study of a child. They will then be asked to role play as teacher aides interacting with the child (played by the instructor). Students will alternate in the role-playing situation, and the behavior of each student discussed by the group.

Materials:

Filmed case studies.

Evaluation:

Small-group discussion. Summary evaluation by the instructor.

Number: 1219 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Qualifications of the Teacher Aide

Target Population: Supp.

Behavioral Objectives: 2

(1) The student will identify the following as desirable traits for teacher aides:

- a. neat and conservative manner and dress while employed in the school,
- b. a pleasant speaking voice,
- c. correct use of the Englich language, and
- d. ability to work with children.

(2) The student will demonstrate good penmanship in both manuscript and cursive writing.

Treatment:

Students will read Ferver and Cook's Teacher Aides and information on aides in Children and Their Primary Schools. They will be assigned the task of listing both essential and desirable qualifications which should be possessed by a teacher aide. They will then meet in small groups to discuss the results and will develop a list to present later to the assembled large group.

Materials:

Ferver, J. and Cook, D. (Eds.) Teacher Aides. Children and Thier Primary Schools. A report of the Central Advisory Council for Education (England).
Printed materials collected about aides.

Evaluation:

Small and large group discussions. Evaluation by the instructor.

Number: 1220 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Functions of the Teacher Aide

Target Population: Supp.

Behavioral Objectives: 22

(1) Given a floor plan of the school the student will indicate the location of the following:

  a. the classroom assignments,
  b. the library,
  c. the cafeteria,
  d. the lavatory areas, and
  e. fire exits.

(2) Given a written schedule of his activities, the student will list his responsibilities for each time period indicated.

(3) The student will identify the following as three major tasks of the teacher aide in the physical environment of the classroom:

  a. maintaining clerical records,
  b. housekeeping, and
  c. preparing the classroom for learning.

(4) The student will correctly fill out a sample classroom record form.

(5) The student will identify the following as tasks for the teacher aide:

  a. open and close windows,
  b. adjust heating and air conditioning,
  c. turn lights on and off, and
  d. any additional housekeeping tasks required by the individual situation.

(6) The student will locate and distribute instructional materials as specified by the teacher.

(7) The student will operate audio-visual equipment and prepare audio-visual materials designated by the teacher.

(8) The student will identify that assisting the school librarian can be accomplished in the following ways:

  a. helping pupils find materials,
  b. checking out materials,
  c. checking in materials,
  d. defining library procedures for the pupils, and
  e. disciplining pupils in the library.

(9) The student will locate and gather supplementary and reference materials requested by the classroom teacher.

(10) The student will assist the spelling teacher by doing one or more of the following:

  a. pronouncing words for the pupils,
  b. compiling spelling lists,
  c. playing spelling games, and
  d. correcting spelling papers and tests.

(11) Given the instruction to assist a reading teacher, the student will engage in one or more of the following tasks:

  a. pronounce Dolch words to help the pupils with vocabulary recognition,
  b. maintain a pupil's developmental folder,
  c. direct reading games,
  d. make a tape recording of a pupil's oral reading,
  e. listen to a record with the pupils,
  f. check the pupil's reading workbooks,
  g. keep records of independent reading,
  h. read stories to the pupils,

i. keep inventory of reading materials,
j. listen to pupil's book reports, and
k. write sentences or lists on the board.

(12) The student will give first aid to injured children and call their parents or guardian.

(13) The student will maintain files of seatwork, records, and routine forms.

(14) The student will take attendance and maintain records of absences.

(15) The student will collect money for milk, fees, workbooks, and tours and maintain appropriate records on these activities.

(16) The student, in the absence of the teacher, will supervise any of the following activities:

a. testing period,
b. milk period,
c. restroom period,
d. nap period,
e. recess period, and
f. fire drills.

(17) The student will arrange parent-teacher conferences by:

a. calling parents to make arrangements,
b. writing down times, dates, and names, and
c. greeting parents and introducing the teacher.

(18) The student will arrange field trips and tours by:

a. calling the installation to be toured,
b. collecting and recording permission slips, and
c. chaperoning the pupils.

(19) The student will assist the teacher in handling report cards by:

a. recording headings and attendance reports on the cards,
b. writing names on card envelopes, and
c. collecting and recording returned cards.

(20) The student will assist the teacher in giving standardized tests by:

a. locating and distributing tests,
b. giving instructions for heading the tests,
c. monitoring tests, and
d. collecting completed tests.

(21) The student will perform the following tasks:

a. arrange tables and chairs for special groupings,
b. distribute and collect tests, workbook exercises, routine notices, and any other student materials,
c. correct standardized tests and workbook exercises,
d. order supplies, telephone about routine matters, and run errands, also inventory new and old materials,
e. arrange bulletin boards,
f. arrange and supervise games, flash card activities, and group singing, and
g. help students with coats, hats, boots, and bookbags.

(22) The student will meet at least weekly with her assigned teacher to review her assigned activities, the teacher's schedule, and any problems encountered in scheduling, interaction with pupils, or with other teachers, teacher aides, or administrators.

Treatment:

Students will attend a large group lecture in which the functions of the teacher aide are listed. They will then be given a case study describing a teacher's full day in school, and assigned to list the ways in which a teacher aide could have assisted that teacher. These assignments will be discussed in subsequent meetings of small groups of students, and each student will revise his list as a result. Students will either:

(1) visit a teacher aide at work,
(2) view a film of a teacher aide at work, or
(3) read case materials describing a teacher aide at work.

Students in small groups will then discuss functions being performed which should not have been, and functions which were not being performed and should have been. As a summary activity, the small groups will compile a list of the proper functions of a teacher aide and categorize them.

Materials:

Case study to be developed. Printed materials on aides. Film or case materials.

Evaluation:

Instructor will grade the revised assignment. Small group discussion. Small-group discussion and commentary by the instructor. Teacher made test.

Number: 1221 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Functions of the Teacher Aide (Classroom Control)

Target Population: Supp.

Behavioral Objectives: 4

(1) Given a floor plan of the school the student will indicate the location of the following:

a. the classroom assignments,
b. the library,
c. the cafeteria,
d. the lavatory areas, and
e. fire exits.

(2) The student will identify the following as two major tasks of the teacher aide in the physical environment of the classroom:

a. housekeeping, and
b. preparing the classroom for learning

(3) The student will identify the following as tasks for the teacher aide:

a. open and close windows,
b. adjust heating and air conditioning,
c. turn lights on and off, and

d. any additional housekeeping tasks required by the individual situation.

(4) The student will perform the following tasks:
  a. arrange tables and chairs for special groupings, and
  b. arrange bulletin boards.

Treatment:

Groups of four or five students will be briefed in advance about hypothetical classes to be conducted in certain rooms the following day. They will then be instructed to ready the room for the type of instruction which will presumably take place. The instructor will inspect the readied room and consult with each student following his inspection.

Materials:

Ferver, J. and Cook, D. Teacher Aides.

Evaluation:

Instructor's inspection and consultation with the student.

Number: 1222 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Functions of the Teacher Aide (Record Keeping)

Target Population: Supp.

Behavioral Objectives: 7

(1) The student will identify the following as a major task of the teacher aid in the physical environment of the classroom: maintaining clerical records.

(2) The student will correctly fill out a sample classroom record form.

(3) The student will maintain files of seatwork, records, and routine forms.

(4) The student will take attendance and maintain records of absences.

(5) The student will collect money for milk, fees, workbooks, and tours and maintain appropriate records on these activities.

(6) The student will assist the teacher in handling report cards by:
  a. recording headings and attendance reports on the cards,
  b. writing names on card envelopes, and
  c. collecting and recording returned cards.

(7) The student will perform the following tasks: correct standardized tests and workbook exercises.

Treatment:

Students will attend a large-group lecture on techniques for keeping records. Following this, each student will be given the records and report cards of ten fictitious pupils and a collection of items to be scored and entered (such as tests, workbook exercises, and so on). The student will the enter these in the records and prepare, for each of the pupils, a summary of information which the teacher should know. He will then present this information and the completed records to the instructor.

Materials:

Case materials. Records. Report cards.

Evaluation:

Instructor will grade and critique each student's work.

Number: 1223 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Functions of the Teacher Aide (Use of Equipment)

Target Population: Supp.

Behavioral Objectives: 1

The student will operate audio-visual equipment and prepare audio-visual materials designated by the teacher.

Treatment:

Students will attend a large-group lecture-demonstration on the use of audio-visual equipment (motion picture projectors, filmstrip projectors, tape recorders, overhead and opaque projectors, tachistoscope, etc.) and on the preparation of audio-visual materials. Each student will then be assigned a series of tasks such as threading and operating a motion picture projector, preparing a transparency, etc.

Materials:

Equipment and audio-visual materials. Operators' manuals.

Evaluation:

The instructor will critique and grade each student's performance of the assigned tasks.

Number: 1224 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Functions of the Teacher Aide (On-the-Job Training)

Target Population: Supp.

Behavioral Objectives: 22

(1) Given a floor plan of the school the student will indicate the location of the following:

  a. the classroom assignments,
  b. the library,
  c. the cafeteria,
  d. the lavatory areas, and
  e. fire exits.

(2) Given a written schedule of her activities, the student will list her responsibilities for each time period indicated.

(3) The student will identify the following as three major tasks of the teacher aide in the physical environment of the classroom:

  a. maintaining clerical records,
  b. housekeeping, and
  c. preparing the classroom for learning.

(4) The student will correctly fill out a sample classroom record form.

(5) The student will identify the following as tasks for the teacher aide:

  a. open and close windows,
  b. adjust heating and air conditioning,
  c. turn lights on and off, and
  d. any additional housekeeping tasks required by the individual situation.

(6) The student will locate and distribute instructional materials as specified by the teacher.

(7) The student will operate audio-visual equipment and prepare audio-visual materials designated by the teacher.

(8) The student will identify that assisting the school librarian can be accomplished in the following ways:

  a. helping pupils find materials,
  b. checking out materials,
  c. checking in materials,
  d. defining library procedures for the pupils, and
  e. disciplining pupils in the library.

(9) The student will locate and gather supplementary and reference materials requested by the classroom teacher.

(10) The student will assist the spelling teacher by doing one or more of the following:

  a. pronoucing words for the pupils,
  b. compiling spelling lists,
  c. playing spelling games, and
  d. correcting spelling papers and tests.

(11) Given the instruction to assist a reading teacher, the student will engage in one or more of the following tasks:

  a. pronounce Dolch words to help the pupils with vocabulary recognition,
  b. maintain a pupil's developmental folder,
  c. direct reading games,
  d. make a tape recording of a pupil's oral reading,
  e. listen to a record with the pupils,
  f. check the pupil's reading workbooks,
  g. keep records of independent reading,
  h. read stories to the pupils,

i. keep inventory of reading materials,
j. listen to pupil's book reports, and
k. write sentence or lists on the board.

(12) The student will give first aid to injured children and call their parent or guardian.

(13) The student will maintain files of seatwork, records, and routine forms.

(14) The student will take attendance and maintain records of absences.

(15) The student will collect money for milk, fees, workbooks, and tours and maintain appropriate records on these activities.

(16) The student, in the absence of the teacher, will supervise any of the following activites:
a. testing period,
b. milk period,
c. restroom period,
d. nap period,
e. recess period, and
f. fire drill.

(17) The student will arrange parent-teacher conferences by:
a. calling parents to make arrangements,
b. writing down times, dates, and names, and
c. greeting parents and introducing the teacher.

(18) The student will arrange field trips and tours by:
a. calling the installation to be toured,
b. collecting and recording permission slips, and
c. chaperoning the pupils.

(19) The student will assist the teacher in handling report cards by:
a. recording headings and attendance reports on the cards,
b. writing names on card envelopes, and
c. collecting and recording returned cards.

(20) The student will assist the teacher in giving standardized tests by:
a. locating and distributing tests,
b. giving instructions for heading the tests,
c. monitoring tests, and
d. collecting completed tests.

(21) The student will perform the following tasks:
a. arrange tables and chairs for special groupings,
b. distribute and collect tests, workbook exercises, routine notices, and any other student materials,
c. correct standardized tests and workbook exercises,
d. order supplies, telephone about routine matters, and run errands, also inventory new and old materials,
e. arrange bulletin boards,
f. arrange and supervise games, flash card activities, and group singing, and
g. help students with coats, hats, boots, and bookbags.

(22) The student will meet at least weekly with her assigned teacher to review her assigned activities, the teacher's schedule, and any problems encountered in scheduling, interaction with pupils, or with other teachers, teacher aides, or administrators.

Treatment:

Each teacher aide, during her first few weeks of employment, will be observed by the unit leader. The unit leader shall check the competence of the aide in performing functions of each of the following kinds: classroom control, record keeping, use of equipment, instructioned assistance, management of instructional materials, relations with parents, supervision and relations with teachers. Following these observations, the unit leader will meet with each aide to evaluate the aide's competence and suggest remedial self-training.

The unit leader in an operating multiunit school, together with the principal, will decide the number and content of inservice training sessions to be held for the teacher aides in their school. These sessions should be of two to three hours duration and should consist usually of lecture-demonstrations followed by practice.

Materials:

Checklist of aide functions.
Printed materials availabe on aides.

Evaluation:

Unit leader - aide conference.
Observation and critique by unit leaders and those conducting the sessions.

Number: 1226 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: The Role of the Parent

Target Population: Pre-S.

Behavioral Objectives: 6

(1) Given the instruction to list the means of educating parents of pre-school pupils, the student will include:
   a. bulletins and handbooks,
   b. parental visits to the pre-school group,
   c. parent interviews,
   d. evaluating student progress, and
   e. group meetings for parents.

(2) The student will list topics which can be effectively presented in a handbook for parents of pre-school pupils.

(3) The student will select a topic such as "Safety enroute to and from the pre-school group: and write a sample bulletin on that topic.

(4) The student will list general plans for parent visits to the pre-school group.

(5) The student will describe an appropriate method for conducting parent interviews.

(6) The student will observe a pre-school group and write an anecdotal evaluation of a pupil's activites for presentation to the parent. Panel include:

- a. pre-school teacher,
- b. home-school coordinator,
- c. school social worker, and
- d. principal or administrator.

Treatment:

Students will meet with panel of special consultants for lecture-discussion. The panel will be targeted to address the topics listed above. The panel will provide appropriate written materials and verbalization on a specified topic.

Materials:

Chilman, C. Children of Poverty. Children and Their Primary Schools, A Report of the Central Advisory Council for Education, (England). Children's Bureau, Office of Research, Department of Welfare, Washington, D. C. -- Pamphlets and publications on Parent Education.

Evaluation:

Students will be permitted to form committees to address each topic for a specified length of time. Committee reports to the group will include graphic demonstration and display of bulletings and handbooks which were created, simulation of parent interviews including evaluating student progress; simulation of parental visit to pre-school group including pre-planning and organization for visit.

Number: 1227 ---

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: The Role of the Parent

Target Population: Pre-S.

Behavioral Objectives: 5

(1) The student will list topics appropriate for parent group discussions.

(2) For a given group of parents of pre-school pupils, the student will demonstrate ability to:

- a. prepare an outline for a group discussion,
- b. implement that discussion, and
- c. evaluate the discussion in terms of parent behavior.

(3) The student will list and describe the advantages resulting from parents contributions of equipment and supplies to the pre-school group.

(4) The student will list and describe appropriate activites for parent participation in pre-school functions.

(5) The student will list contributions which might be expected from parents in different areas, such as:
  - a. large city slums,
  - b. rural areas, and
  - c. suburban areas.

Treatment:

Students will meet with sociologist and child psychologist for lecture discussion. Consultants will be targeted to present the family pattern and psychological profile of children from each socio-economic level. The implications for pre-school and parent education will be stressed.

Materials:

Children and Their Primary Schools, A Report of the Central Advisory Council for Education, (England). Chilman, C. Children of Poverty, Bureau of Research, Children's Bureau, Department of Welfare, Washington, D. C.

Evaluation:

Students will form three committees and select one of each of the three target populations in Objective 5. Students will prepare a group presentation including a written listing and description of appropriate activities for parents from each socio-economic level when participating in pre-school functions. The presentation will include a listing of appropriate expectations from each group of parents and methods most likely to succeed in achieving maximum parental involvement in pre-school activities.

Number: 1228 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: The Role of the Parent

Target Population: Pre-S.

Behavioral Objectives: 5

(1) The student will list information that must be available to the new mother-assistant when she begins working with a pre-school group.

(2) The student will list general techniques of child management which are to be discussed with new parent-assistants for pre-school groups.

(3) The student will describe special techniques of child management to be used by the parent assistant when working with:
  - a. the aggressive child and
  - b. the shy child.

(4) The student will observe a pre-school group conducted by a teacher and one or more parent-assistants, and objectively evaluate the behavior of:
  - a. the teacher and
  - b. the parent-assistants.

(5) Given anecdotal descriptions of parent-assistant behavior with a pre-school group, the student will describe appropriate teacher behavior.

Treatment:

Students will be taken on field trip to child guidance clinic for observation of children and lecture-discussion with a clinical psychologist and social worker. Normal versus abnormal child behavior and appropriate techniques for management of child behavior will be discussed by the consultant and students.

Materials:

Almy, M. Ways of Studying Children. Children and Their Primary Schools, A Report of the Central Advisory Council for Education, (England).
Vassar films on child development and behavior of pre-school children.

Evaluation:

Given a written anecdotal description of a child in pre-school classroom, the student will write a diagnostic-prescriptive analysis including teacher behavior, data and recommendations necessary for new parent-assistant.

Number: 1229 --

Context: INSTRUCTIONAL ORGANIZATION

Major Subject Area: Multiunit Organization and Individually Guided Education

Topic: Organization of the Environment

Target Population: Pre-S.

Behavioral Objectives: 11

(1) The student will list the fixed apparatus for an indoor play area.
(2) The student will list fixed apparatus for an outdoor play area.
(3) The student will list movable apparatus for an indoor play area.
(4) The student will list movable apparatus for an outdoor play area.
(5) The student will list the basic requirements for an indoor play area and include:
  a. spatial requirements,
  b. adequate lighting,
  c. surface material,
  d. proximity of windows and exits,
  e. proximity of lavatory facilities, and
  f. heating and cooling.
(6) The student will list the basic requirements for an outdoor play area and include:
  a. balance of sun and shade,
  b. hard surfaces,
  c. grassy furfaces,
  d. fences and other restraints,
  e. proximity of lavatory facilities, and
  f. proximity of shelter.

(7) Given a floor plan of an indoor play area the student will evaluate its efficiency and usefulness.

(8) Given a plan of an outdoor play area the student will evaluate its efficiency and usefulness.

(9) Given a floor plan of an indoor play area the student will correctly place scale models of fixed and movable apparatus.

(10) Given a plan of an outdoor play area the student will correctly place scale models of fixed and movable apparatus.

(11) The student will list questions that should be asked in evaluating equipment and locale for a nursery school.

Treatment:

Students will be taken on field trip with pre-school teacher and public recreation specialist in playground equipment and supervision. Both consultants will be given listing of points to be covered in the objectives above. Physical education specialist is optional consultant for inclusion in team field trip. Lecture-discussion with students in actual indoor play area for young children (classroom) and outdoor play area for young children. Include optimal arrangements and principles on which optimal arrangement is based.

Materials:

Catalogues from manufacturers of classroom and playground apparatus for young children.

State Department of Education will furnish data on requirements for indoor and outdoor play areas upon request.

Evaluation:

Students will view an indoor play area and outdoor play area. The apparatus and environment will be arranged to include violations of the principles of good play environment for young children. The student will record all violations and correct or make written recommendations for their correction including the reasons for the corrections. Student will note presence and absence of apparatus.

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1. Almy, Millie. Ways of Studying Children. New York: Teachers College, Columbia University, 1959.

2. Campbell, Roald F.; Cunningham, Luvern L; and McPhee, Roderick F. The Organization and Control of American Public Education. Columbus, Ohio: C. E. Merrill Books, 1965.

3. A Report of the Central Advisory Council for Education (England). Children and Their Primary Schools. London: Her Majesty's Stationery Office, 1966.

4. Chilman, Catherine. Children of Poverty. Washington, D. C.: Children's Bureau, Office of Research, Dept. of HEW, 1963.

5. Ferver, Jack and Cook, Doris (Eds.). Teacher Aides: Handbook for Instructors and Administrators. Madison, Wisconsin: University of Wisconsin, University Extension, 1968.

6. Klausmeier, H. J. and Goodwin, W. Human Abilities and Learning, 2nd Ed. New York: Harper and Row, 1966.

VIDEOTAPES

1. The Multiunit Elementary School: The Basic Pattern
2. The Multiunit Elementary School: Individually Guided Education
3. The Multiunit Elementary School: An Overview
4. The Multiunit Elementary School: The Instructional Improvement Committee
5. The Multiunit Elementary School: Roles and Relationships
6. The Multiunit Elementary School: A Guided Program for Interns
7. The Multiunit Elementary School: Research and Development Activities
8. Teaching in the Multiunit Elementary School: The Huegel School I
9. Teaching in the Multiunit Elementary School: The Huegel School II
10. Teaching in the Multiunit Elementary School: The Winslow School
11. Teaching in the Multiunit Elementary School: The Stephen Bull School
12. Teaching in the Multiunit Elementary School: The Franklin School
13. Teaching in the Multiunit Elementary School: The Wilson School
14. Teaching in the Multiunit Elementary School: The Adams School
15. The Multiunit Elementary School: Creative Problem Solving

EDUCATIONAL

SPECIFICATIONS

FOR

EDUCATIONAL TECHNOLOGY

222/223

CONTEXT--EDUCATIONAL TECHNOLOGY

Major Subject Areas:		Specification Numbers:
1. Instructional Media and Mediated Instruction		2035-2058
Topics:	1. Selection and Evaluation of Materials	2035-2039
	2. Design and Construction of Materials	2040-2043
	3. Utilization of Instructional Materials	2044-2051
	4. Learning Resources Center	2052-2058
2. Programed Instruction		2009-2034
Topics:	1. Sources of Instructional Programs and Program Development Information	2009-2012
	2. Measurable Behavioral Objectives	2013-2014
	3. Advantages and Disadvantages	2015
	4. Instructional Programs and Instructional Events	2016-2017
	5. Principles of Programed Instruction	2018-2020, 2031
	6. Prompting	2021
	7. Learning Tasks Accomplished by Programed Instruction	2022-2023
	8. Student Performance Data	2024-2026
	9. Teaching Machines	2027-2028
	10. Instructional Program Development and Adaptation	2029-2030, 2032-2034
3. Computer Assisted Instruction		2059-2080
Topics:	1. Elements of a CAI System	2059-2060
	2. Applications of a Computer to Instruction	2061-2062
	3. Advantages and Limitations of CAI	2063-2064
	4. Pupil Performance Data	2065-2068
	5. Development and Revision of Programs for a CAI System	2069-2071
	6. Sources and Evaluation of CAI Systems and Programs	2072-2075
	7. Operation of Equipment	2076
	8. Administration of a CAI System	2077-2080
4. Instructional Simulation and Academic Games		2081-2100
Topics:	1. Introduction	2081-2086
	2. Selection	2087-2089
	3. Utilization in Instruction	2090-2094
	4. Evaluation	2095-2098
	5. Modification and Design	2099-2100

5.	Microteaching		2001-2008
	Topics:	1. The Uses of Microteaching and Characteristics of Microteaching	2001
		2. Arrangement of the Microteaching Situation	2006-2007
		3. Participation in Microteaching	2002-2005, 2008
6.	Research in Educational Technology		2101-2105
	Topics:	1. Preliminary Study	2101-2103
		2. Basing the System on Research	2104-2105

Number: 2035 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Selection and Evaluation of Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin. Supp.

Behavioral Objectives: 1

The student will define and be able to distinguish between the following concepts:

a. instructional media,
b. mediated instruction, and
c. instructional technology.

Treatment:

The student will view and discuss a film relating to the past, present, and future condition of American education. The impact of education technology upon curriculum change will be noted. Introduction to media by showing slides or actual examples of books, references, periodicals, micro-images, pictures, maps, globes, display boards, records, tapes, filmstrips, motion pictures, film loops, programed instruction, TV, computer assisted instruction, academic games, 2x2 slides, transparencies, cross media kits, models, realia, and community resources. Tour of a local Instructional Resources Center. Lectures and extensive directed readings.

Materials:

"Technology and Curriculum Planning," Audiovisual Instruction. Finn, J. D. "The Emerging Technology of Education," Educational Implications of Technological Change.

Slides; actual materials; motion picture relating to "education and technology"; field trip.

Evaluation:

Paper-pencil quiz.

Number: 2036 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Selection and Evaluation of Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list the advantages of instructional media as:
- a. providing standard instruction
- b. giving the classroom teacher the time and opportunity to identify difficult concepts in the presentation, and provide remedial work
- c. allowing the teacher to attend to individual student differences
- d. focusing attention
- e. enriching experience
- f. providing common experience
- g. overcoming limitations of size, space, and time
- h. increasing student's interest
- i. providing presentational pacing and novelty.

Treatment:

Student will familiarize himself with these concepts from readings and class presentations utilizing slides, transparencies, tapes, and realia.

Materials:

Brown, J. W.; Lewis, R. B.; and Harcleroad, F. F. *AV Instruction: Materials and Methods*.
Slides, tapes, films, realia, transparencies, and text.

Evaluation:

Paper-pencil quiz.

Number: 2037 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Selection and Evaluation of Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list criteria for the selection of media. Criteria are based upon:
- a. nature of the audience
- b. nature of the subject matter
- c. accessibility of the medium
- d. quality of the message
- e. quality of the production.

Treatment:

Illustrate in class presentation that communication decisions might allow for the employment of many media to communicate an idea. Suggest and illustrate criteria for selecting the most appropriate media. Student will select and evaluate samples of media in local instructional Materials Center.

Materials:

Brown, J. W.; Lewis, R. B.; and Harcleroad, F. F. AV Instruction: Materials and Methods.
Transparencies, slides, film, and realia; 4x6 evaluation cards.

Evaluation:

Card file of "Teaching Tools" evaluations.

Number: 2038 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Selection and Evaluation of Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will list the sources where current information may be found on mediated instruction and instructional media.
(2) The student will list and be able to obtain the sources of films and other visual materials that can be used as adjunctive instructional events for students, other teachers, and parents.

Treatment:

Identify and show examples of sources of media.

Materials:

Wittich, W. A. and Schuller, C. F. Audiovisual Materials: Their Nature and Use.
Catalogs (producers, film libraries, equipment, free and inexpensive) bibliographies, textbooks, magazines and journals. Slides of libraries, museums, school departments, etc.

Evaluation:

Reading reports from magazines, journals relating student interest area and media.

Number: 2039 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Selection and Evaluation of Materials

Target Population: In-S., C/U, Supp.

Behavioral Objectives: 1

Given the sources for instructional media, the student will follow this procedure for acquisition and use:

a. select and procure material on the basis of teaching task, cost, accessibility, and time available
b. preview, evaluate, and modify before presentation
c. test resource in the classroom
d. record evaluations on the basis of student response.

Treatment:

Student will develop criteria for selecting and using media, select a presentation topic, search and procure media about this topic, preview material, use in class, and record evaluations.

Materials:

Brown, J. W. and Norberg, K. D. Administering Educational Media.
All the resources of an IMC.

Evaluation:

Micro-teaching presentation of topic to class using media selected. Evaluation by the class.

Number: 2040 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Design and Construction of Materials

Target Population: Pre-S., In-S., C/U

Behavioral Objectives: 1

Given a concept to be taught, the student will evaluate the existing materials and decide whether new materials should be designed.

Treatment:

In an on-the-job setting and as an individual study assignment, the student will take a concept to be taught which has been selected from the school's curriculum and using the criteria listed in Specification 2037, analyze the instructional materials which are available in the school's learning resources center and make a written report of the decision reached.

Materials:

Briggs, L. J.; Campeau, P. L.; Gagne, R. M.; and May, M. A. Instructional Media: A Procedure for the Design of Multi-Media Instruction, A Critical Review of Research, and Suggestions for Future Research.

Instructional materials in the school's learning resources center which relate to the concept being taught.

Evaluation:

The student's written report will be submitted for evaluation by the instructor.

Number: 2041 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Design and Construction of Materials

Target Population: Elem., In-S.

Behavioral Objectives: 1

The student will list the advantages of having material produced locally:
a. current information
b. functional flexibility
c. suitability for existing physical and environmental conditions
d. suitability for specific local needs of teachers and elementary students.

Treatment:

Text and class presentation. Students will discuss motion picture concerning locally produced materials.

Materials:

"Local Production," *Audiovisual Instruction*.
Text, slides, films, transparencies.

Evaluation:

Paper-pencil quiz.

Number: 2042 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Design and Construction of Materials

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 2

(1) The student will list the design and layout principles of:
a. legibility

b. simplicity
c. unity
d. balance
e. emphasis
f. workmanship.

(2) The student will list as the visual tools for creating displays as:
a. line
b. shape
c. size
d. color
e. texture
f. space.

Treatment:

Readings and class presentation. Motion pictures, slides, and adhesion board display to illustrate these principles. Class discussion of samples portraying good and bad applications of these principles.

Materials:

Kemp, J. E. Planning and Producing Audiovisual Materials. Minor, E. Simplified Techniques for Preparing Visual Instructional Materials. Morlan, J. E. Preparation of Inexpensive Teaching Materials.

Slides, films, adhesion board displays.

Evaluation:

Paper-pencil quiz.

Number: 2043 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Design and Construction of Materials

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will design and construct instructional materials such as:
a. dry mountings and laminations
b. a tape recording
c. lettered captions, label or flash cards using Wrico, LeRoy, Headliner, IBM Composer, Varigraph, Embosograph.
d. adhesion board display (flannel board, hook in loop, or magnetic board)
e. transparencies (single-sheet and overlays) for overhead projection
f. bulletin boards
g. photographic slides of varying formats
h. charts
i. models

j. 8mm motion pictures
k. videotapes
l. printed materials; mimeograph, offset and spirit duplicator.

Treatment:

Student will acquire basic graphics techniques through experience in self-instructional learning carrel. Carrels will provide instruction for the skills of dry mounting, laminating, die-cut and stencil lettering, Wrico stencil-guide lettering, dry-transfer lettering, hand-made transparencies, and thermal transparencies. Display boards near reading rooms and classrooms will also provide instruction.

Materials:

Minor, E. Simplified Techniques for Preparing Visual Instructional Materials. Morlan, J. E. Preparation of Inexpensive Teaching Materials.

Fully equiped self-instructional carrels (tape recorder, 8mm film loops, 2x2 slides, rear screens, tables, appropriate "skill" materials); films, slides, realia for display boards.

Evaluation:

Student performance (project evaluated by laboratory instructor). Paper-pencil quiz on basic principles.

Number: 2044 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will describe the basic types of audiovisual equipment and the types of instructional materials used with each, their basic parts and controls, their advantages and limitations.

Treatment:

Discussion of projection systems, audio systems, fundamentals of lamps, lenses, microphones, and speakers.

Materials:

Eboch, S. C. Operating Audiovisual Equipment.
Transparencies, slides, charts, actual audio-visual equipment.

Evaluation:

Paper-pencil test.

Number: 2045 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will make proper use of instructional materials and audiovisual equipment in a given learning environment by allowing for such variables as:

a. size of audience
b. physical conditions -- temperature, ventilation and lighting
c. legibility
d. projection screens
e. room acoustics
f. light control
g. storage and display facilities.

Treatment:

Student will be familiarized with various types of projection screens, acoustical treatment of rooms, light control within classrooms by readings and class presentations.

Materials:

Brown, J. W.; Lewis, R. B.; and Harcleroad, F. F. *AV Instruction: Materials and Methods*.
Slides, films, text, transparencies.

Evaluation:

Paper-pencil test.

Number: 2046 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

Given various types of audiovisual equipment, and a set of operating instruments for each, the student will locate the basic parts of the machines, explain their functions, and operate the equipment.

Treatment:

Student will acquire skill in the operation of audiovisual equipment through experience in self-instructional learning carrel. Each carrel will provide instruction via tape recorder, film loop, and slides for the operation of film, filmstrip, slide, opaque, and overhead projectors and tape recorder.

Materials:

Eboch, S. C. Operating Audiovisual Equipment.
Fully equipped self-instructional carrels (tape recorder, film loop, slides, charts, rear screens, tables, projection carts, appropriate "skill" materials). Instructional guides and manuals.

Evaluation:

Student performance evaluated by laboratory instructor. Paper-pencil quiz.

Number: 2047 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will instruct and supervise new teachers and other members of the multiunit, such as teacher aides, in the use of materials and equipment.

Treatment:

Student will prepare lesson outlines and plans; evaluate media; produce media...to develop a teaching unit or capsule lesson about use of media. Student will practice presentation via micro-teaching.

Materials:

Brown, J. W.; Lewis, R. B.; and Harcleroad, F. F. AV Instruction: Materials and Methods.
Entire range of instructional media; video tape recordings for micro-teaching.

Evaluation:

Evaluation of micro-teaching presentations and lesson plans.

Number: 2048 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: C/U, Supp.

Behavioral Objectives: 1

The student will list the available audiovisual machines, indicating their relative cost, ease of maintenance, and reliability and operation.

Treatment:

A detailed investigation of the functions, costs, maintenance problems, and reliability of equipment. Information from reading, trade shows, sales representatives. Equipment evaluation charts and dossiers will be compiled.

Materials:

The EPIE Forum: Product Information Supplement #1
Readings; texts, product evaluations, field trips, resource people.

Evaluation:

Paper-pencil test. Equipment evaluation reports.

Number: 2049 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 4

(1) Given a curriculum topic, the student will write the objectives of his instruction in behavioral terms, list the commercially available instructional media, design and construct special materials in accordance with teaching learning concepts, and deliver an integrated multi-media presentation which will most effectively accomplish the behavioral objectives of his lesson, program, or presentation.

(2) The student will prepare mediated lessons for specified concepts using basic materials available in a classroom such as charts, chalkboards, and flash cards.

(3) Given a specific concept to be taught by mediated instruction, the student will supplement the mediated presentation of this concept with appropriate introduction, summary, and follow-up evaluation.

(4) The student will prepare a presentation for his administrator, parents, or other appropriate audience, on any topic related to instructional media.

Treatment:

The student will construct a lesson-unit plan revealing the integration of media with a particular topic of his choice. Student will make a class presentation of this plan by showing and telling about media employed. After discussion the student will redesign his lesson plans, prepare the materials and teach the unit or make the presentation in a real or simulated setting using appropriate introduction, summary, and follow-up evaluation techniques.

Materials:

Kemp. J. E. Planning and Producing Audiovisual Materials.
Locally produced materials, adhesion board display, transparencies, tape.

Evaluation:

Student presentation of lesson-unit, program, or presentation.

Number: 2050 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 5

(1) The student will list the characteristics, sources, contributions, limitations of printed media such as:
  a. books
  b. reference tools
  c. periodicals
  d. journals
  e. art prints
  f. pictures
  g. posters
  h. charts
  i. maps.

(2) The student will list the characteristics, sources, utilization principles, advantages, limitations of the following projected media:
  a. motion pictures
  b. television: broadcast, CCTV, VTR
  c. filmstrips
  d. overhead transparencies.

(3) The student will list the characteristics, sources, utilization principles, production, advantages, limitations of the following audio media:

a. disc recordings
b. tape recordings
c. telelecture.

(4) The student will list the characteristics, sources, utilization principles, advantages, limitations of the following three-dimensional media:

a. realia
b. models and mock-ups
c. drama
d. community resources.

(5) The student will list the characteristics, sources, utilization principles, production techniques, advantages, limitations of the following display media:

a. bulletin boards
b. exhibits
c. adhesion boards; chalk, peg, magnet, hook n' loop.

Treatment:

The student will:
(1) read chapters in the text dealing with print media, projected media, audio media, three dimensional media, display media
(2) participate in lecture-discussions
(3) investigate and explore actual specimens of each of these media until throughly familiar with characteristics sources, contributions to learning, utilization principles, advantages and limitations of each of these media.

Materials:

Brown, J. W.; Lewis, R. B.; and Harcleroad, F. F. AV Instruction: Materials and Methods.
All materials of a learning resources center.

Evaluation:

Teacher-made examination. Instructor observation.

Number: 2051 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Utilization of Instructional Materials

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 4

(1) The student will demonstrate his ability to use printed media either alone or in combination with other media in teaching a given concept by:

a. identifying criterion items in the printed media that are relative to demonstration of the given concept.

b. by devising a method to require the learner to respond to criterion items contained in the printed media and by
c. writing a lesson plan that sequences all presentations for optimum acquisition of the concept.

(2) Give a concept to be taught by using three types of mediated instruction, one of which is projected media, the student will demonstrate his ability to use projected media by:
a. identifying instructional sequences that can be presented through the use of an overhead projector,
b. by writing a lesson plan that best sequences the presentation of all media for optimum concept acquisition, and by
c. preparing the materials and teaching the projected media portion of the presentation to a peer group in a simulated classroom situation.

(3) The student will demonstrate his ability to use audio media either alone or in combination with two other media in teaching a given concept by:
a. identifying the criterion items in the audio media relative to the given concept,
b. by devising a method to require the learner to respond to criterion items contained in the audio media,
c. by writing a lesson plan that sequences all presentations for optimum acquisition of the concept, and by
d. teaching the criterion items of the concept by using the audio media portion of the lesson plan.

(4) Given a concept to be taught by a given instructional media, the student will demonstrate his ability to use three-dimensional media and display media either alone or in combination with other media in teaching the concept by:
a. identifying how three-dimensional models and displays can be used by the learner to demonstrate the concept,
b. by writing a lesson plan that requires the use of three-dimensional models or displays at the appropriate points in the instructional sequence, and by
c. presenting the models or display portion of the lesson plan to a peer group in a simulated classroom situation.

Treatment:

In a student teaching or internship setting the student will prepare a lesson plan which requires the use of various media either singly or in combinations. After conferences with the supervisor the student will practice teaching his lesson using videotape recordings. Following satisfactory performance in practice, the student will teach an appropriate size group of students.

Materials:

Erickson, C. W. H. Fundamentals of Teaching with Audiovisual Technology.
Videotape equipment. All the resources of a well equipped learning resources center, students, teachers.

Evaluation:

Instructor-student conferences. Instructor observation of the student teaching. Evaluation of written lesson plans.

Number: 2052 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will describe procedures for obtaining consultative aid for the location, acquisition, planning and design, and utilization of instructional materials, audiovisual equipment and mediated instructional programs.

Treatment:

Student will become acquainted with existing Instructional Materials Centers via films, sound filmstrips, and field trips to outstanding local Centers. Role and function of program and personnel will be described.

Materials:

Brown, J. W. and Norbert, K. D. Administering Educational Media.
Films, sound filmstrips, field trips, case studies.

Evaluation:

Paper-pencil test; reaction to hypothetical situations involving use of media cneter.

Number: 2053 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 3

(1) The student will describe the following personnel required to staff a Media Center and their responsibilities:
- a. media specialist-supervisor
- b. secretary or clerk
- c. technicians
- d. aides
- e. instructional materials librarian.

(2) The student will describe the procedure used in obtaining equipment and materials from the Media Center, including:
- a. advance arrangements
- b. locating the equipment and materials
- c. completing checkout records

    d. transporting arrangements
    e. borrowing procedures.

(3) The student will locate the following facilities in a Media Center and label their respective functions:

- a. working and training area
- b. graphics section
- c. recording facility
- d. materials distribution section
- e. equipment storage section
- f. equipment maintenance section
- g. administrative section
- h. materials collection.

Treatment:

Through readings and class presentations, the student will write:

(1) job descriptions for Center personnel,
(2) policies and procedures for Center operation, and
(3) specifications for materials, equipment, and physical facilities.

Student will conduct a survey of all media and media facilities within his school or system.

Materials:

Brown, J. W. and Norberg, K. D. Administering Educational Media.
Davis, H. S. Instructional Materials Center: An Annotated Bibliography.
Texts, reference materials, interviews.

Evaluation:

Research report; job descriptions, policies and procedures, specifications. Paper-pencil test. Media survey of school system.

Number: 2054 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: C/U, Admin., Supp.

Behavioral Objectives: 1

The student will develop a rationale for the existence of a Media Center, from which he will design a physical layout to accommodate such functions as:

- a. language laboratory
- b. listening posts
- c. remote access systems
- d. computer terminals
- e. learning carrels
- f. subject area materials

g. materials production
h. equipment storage, maintenance, and distribution
i. large and small group conferences areas
j. administrative areas.

Treatment:

Student will vist outstanding Centers, discuss philosophy of media with their administrators. Develop hypothetical model of a Center including functional chart and criterion checklist. Through readings and presentations, discover problems, procedures, and personnel relating to Media Centers.

Materials:

Erickson, C. W. H. Fundamentals of Teaching with Audiovisual Technology. "The Instructional Materials Center: Philosophy, Facilities, and Design," Audiovisual Instruction.

Texts, films, filmstrips, field trips, interviews, resource people.

Evaluation:

Research paper or report; floor-plans, sketches, functional chart, criterion checklist.

Paper-pencil test.

Number: 2055 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will develop a plan for an educational media program at the school level that provides for:
  a. administration of budgets, finances, purchases, and other fiscal matters
  b. supervision of personnel
  c. adequate space and facilities
  d. efficient control of materials collections and equipment
  e. professional media consultation for clientele.

(2) Given descriptions of needs and budgets of various schools, the student will select appropriate equipment and materials for each school's media program based on:
  a. cost
  b. ease of operation
  c. availability of materials
  d. contribution to the educational program.

Treatment:

In both a university and an on-the-job setting, the student will write a plan for the organization of a "model" media program through readings, class discussion, visits to Media Centers, and conversations with media specialists.

Materials:

Brown, J. W. and Norberg, K. D. Administering Educational Media.
Texts, field trips, interviews, slides, filmstrips, films, transparencies, case studies; forms for scheduling, inventory, maintenance, cataloging system.

Evaluation:

Research report. Model of a media center.
Paper-pencil test; reactions to case problems.

Number: 2056 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: C/U, Supp.

Behavioral Objectives: 3

(1) The student will organize and supervise a library of instructional materials to include provision for:
- a. classification, cataloging, and booking system
- b. card catalog of all materials
- c. shelf list and accession information
- d. replacement policies
- e. reading and preview facilities
- f. shelving, storing, and displaying
- g. easy and rapid access to information.

(2) The student will organize and supervise a materials production facility which provides for:
- a. basic local production of requested materials
- b. assistance in planning and designing materials
- c. instruction in basic graphics techniques
- d. inventory of graphics supplies.

(3) The student will devise and operate a program of audiovisual equipment utilization to include:
- a. inventory of machines (use and maintenance history)
- b. maintenance and cleaning schedule
- c. teacher instruction in their use and care
- d. projectionists and operators
- e. performance of basic level repair
- f. scheduling procedures
- g. acquisition of new and replacement equipment.

Treatment:

In an internship situation the student will organize and develop skill in supervising an instructional materials library, a materials production facility and an audiovisual equipment program. This assumes the student has acquired the necessary knowledge prior to his internship experience.

Materials:

Brown, J. W. and Norberg, K. D. Adminstering Educational Media.
An operating elementary school.

Evaluation:

Close observation and supervision by a competent instructor.

Number: 2057 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: C/U, Admin.

Behavioral Objectives: 1

The administrator will provide space, facilities, funds, and staff to support a media program designed to:

a. instruct and supervise instructional personnel in the use of materials and equipment
b. provide collections of instructional materials and attendent equipment for classroom and library use
c. offer assistance in the production of locally prepared materials.

Treatment:

Administrator will be exposed to all treatments designed for objectives listed for the administrator.

Materials:

Brown, J. W. and Norberg, K. D. Administering Educational Media.
All materials indicated for treatments of objectives listed for administrators.

Evaluation:

Judgement by the media specialist and teachers as to whether or not, in fact, sufficient administrative support is being given the media program.

Number: 2058 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Media and Mediated Instruction

Topic: Learning Resources Center

Target Population: C/U, Admin.

Behavioral Objectives: 1

The student will develop a procedure for the evaluation of the effectiveness of educational media program in his school.

Treatment:

As an individual study assignment the student will develop his procesures, hold discussions with his instructor, revise them as needed, field test in three elementary schools, and write reports concerning his recommendations for these three schools.

Materials:

Brown, J. W. and Norberg, K. D. Administering Educational Media.
Field study and resource materials on program effectiveness.

Evaluation:

Submit written reports and procedures plan.

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PROGRAMED INSTRUCTION

Number: 2009 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Sources of Instructional Programs and Program Development Information

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will write, unprompted, the exact author or editor or publishing agency and exact title for 80% of the standard reference digests or directories (of available programed materials) which are currently available. (See list as representative of 1968 situation)

a. Center for Programmed Instruction, Programmed Instruction Materials 1964-1965.
b. Bibliography of Instructional Programs. Carl Hendershot, Delta College, University Center, Michigan.
c. Association for Programmed Learning in England; Programmes in Print 1966.
d. Bureau of Naval Personnel, Catalogue of Programmed Instruction Material.
e. Northeastern University, Programmed Instruction Guide.
f. Educational Media Index (Particularly Vol. I and II).
g. Automated Education Handbook.
h. Center for Programed Instruction, Programs '63: A Guide to Programed Instructional Materials Available to Educators by September 1962.
i. Publishers Catalogs.

Treatment:

The student will be introduced to the sources of instructional programs through lecture. He will then familiarize himself with the principle sources through independent study in the library.

Materials:

Library reference works and reference librarian. (See representative list above for major sources).
Instructor's lecture notes.

Evaluation:

A teacher constructed objective paper-pencil test will be administered to determine the 80% recall of the standard reference digests or directories (of available programed materials which are currently available).

Number: 2010 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Sources of Instructional Programs and Program Development Information

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

Given examples of various training situations in which instructional programs should be employed, the student will use the sources listed in Specification 2009 to find appropriate available instructional programs, making his selection on the basis of: (if available)

a. subject matter
b. entering behavior of the target population
c. elementary student time required
d. equipment and materials required
e. cost
f. a description of entering behavior of the target population
g. behavioral objectives
h. validation data and conditions of validation testing
i. instructions for administering the program.

Treatment:

In this individual assignment situation, the student will make his selections, as required above, using the materials provided as a contrived teaching experience.

Materials:

Glaser, R. (Ed.). *Teaching Machines and Programed Instruction.*
Complete descriptions of various training situations in printed form; multiple copies of references used for objective one.

Evaluation:

The student will submit his written reports for evaluation by the instructor.

Number: 2011 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Sources of Instructional Programs and Program Development Information.

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will list at least the following as sources of information on programed instruction:

- a. Fry, E. Teaching Machines and Programmed Instruction.
- b. Green, E. J. The Learning Process and Programed Instruction.
- c. Lysaught, J. P. and Williams, C. M. A Guide to Programed Instruction.
- d. Lumsdaine, A. and Glaser, R. Teaching Machines and Programed Learning.
- e. Mager, R. F. Preparing Objectives for Programed Instruction.
- f. Schramm, W. Programed Instruction: Today and Tomorrow.
- g. Glaser, R. (Ed.) Teaching Machines and Programed Instruction.
- h. National Society for the Study of Education. Programed Instruction.
- i. Markle, S. M. Good Frames and Bad: A Grammar of Frame Writing.

(2) Given situations requiring specific information about programed instruction, the student will use the sources of information listed in Objective 1 to locate the appropriate information and will write the appropriate reference citation(s) for each situation.

Treatment:

As an individual assignment, the student will investigate and explore the references cited to obtain answers to the questions asked in the handouts.

Materials:

Handouts containing specific and numerous questions relevant to programed instruction, e.g. How to Write a Frame; Value of Verbal Response vs. Written Responses; etc.--Multiple copies of sources listed in Objective 1 in library.

Evaluation:

The student will submit written reports of his library research to the instructor for evaluation.

Number: 2012 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Sources of Instructional Programs and Program Development Information

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

Given descriptions of various visual training situations in which programed films and other visual materials should be used, the student will make his selection using as much of the information listed below as is available and on the basis of the principles of programed instruction as stated in Specification 2018.

a. subject matter
b. necessary entering behavior
c. elementary student time required
d. necessary equipment and materials
e. cost.

Treatment:

As an individual study assignment the student will view the films and other programed audiovisual materials and apply the selection procedures detailed in the handout materials.

Materials:

Gryde, S. K. "The Feasibility of 'Programed' Television Instruction," AV Communication Review.

Handouts containing numerous brief descriptions of training situations. Extensive library of programed instruction films and other programed audiovisual formats relevant to training situations.

Evaluation:

The student will submit to the instructor written reports containing his selections of programed films, etc., to be used in the given training situations.

Number: 2013 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Measurable Behavioral Objectives

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

Given a set of objectives, the student will select those that are measurable behavioral objectives by identifying in each given objective the following elements:

a. a statement of the task the student will perform
b. a description of the conditions under which the student will be required to perform the task
c. the acceptable level of performance.

Treatment:

As an individual assignment the student will read Mager's programed book on preparing objectives and then complete the handout exercises as drill in selecting measurable behavioral objectives.

Materials:

Mager, R. Preparing Objectives for Programed Instruction.
Handout materials containing numerous statements of published and invented educational objectives; student response sheets.

Evaluation:

The student will submit his response sheet for evaluation and take an objective teacher-made test on behavioral objectives.

Number: 2014 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Measurable Behavioral Objectives

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

Given descriptions of teaching tasks and sources of information, the student will write measurable behavioral objectives.

Treatment:

As an individual assignment the students will develop skill in writing measurable behavioral objectives for contrived instructional objectives and teaching tasks. The students will participate in discussion dealing with the problems of objective writing.

Materials:

Mager, R. Preparing Objectives for Programed Instruction.
Original pamphlets which include feasible and bogus teaching tasks related to 20 pages or less of accompanying information commonly taught in school.

Evaluation:

The student is to submit the objectives he has written to the instructor for evaluation.

Number: 2015 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Advantages and Disadvantages

Target Population: Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

The student will list the following as possible functions of programed instruction:

a. allows a student who missed a session to continue without skipping

b. allows a student who has moved into the district to review or move ahead

c. allows a student to do remedial work

d. allows a student to do enrichment work;

and the student will list the following as an instructional limitation of programed instruction; differential student completion rate of programed instruction requires the teacher to plan supplementary activities.

Treatment:

A lecture-discussion will be held on the topic in question which draws from the instructor's and student's experience.

Materials:

National Society for the Study of Education. Programed Instruction.
Lecture notes of instructor and student.

Evaluation:

A teacher-made test will be used to evaluate this objective.

Number: 2016 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Programs and Instructional Events

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will define an instructional program as a sequence of instructional events which accepts the responsibility for efficiently accomplishing specified changes from specified initial student competencies to specified terminal student competencies.

Treatment:

The instructor will present the theoretical information in a lecture-discussion followed by the students experiencing directly a short instructional program which measurably changes their behavior.

Materials:

Lysaught, J. P. and Williams, C. M. A Guide to Programed Instruction.
Instructor's lecture notes plus an instructional program such as the programed filmstrip How to Read a Resistor along with appropriate pre-test and post-test materials.

Evaluation:

Teacher-made examination.

Number: 2017 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Programs and Instructional Events

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

Given examples of various instructional events, the student will identify the stimulus, response, and confirmation in each.

Treatment:

As an individual assignment in an independent study situation the student will work through the materials provided.

Materials:

Taber, J.; Glaser, R.; and Schaefer, H. Learning and Programmed Instruction.
Multiple examples of frames from programed instruction materials in various formats (i.e. printed, audio, visual, audiovisual, etc.). Student response sheets for identifying the example and the three parts indicated.

Evaluation:

The student response sheets will be evaluated by the instructor.

Number: 2018 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Principles of Programed Instruction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list the following as the principles of programed instruction:

- a. self-pacing
- b. presentation of information in the largest possible negotiable step.
- c. active responding
- d. stimulus control
- e. gradual withdrawal
- f. immediate confirmation of student responses
- g. program revision based on student performance.

Treatment:

In an independent study situation the student will work through the programed demonstration course entitled *Principles of Programed Learning*.

Materials:

Multiple copies of Evans, J. L. *Principles of Programed Learning*.

Evaluation:

Teacher-made examination.

Number: 2019 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Principles of Programed Instruction

Target Population: In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

Given examples of programed instruction and non-programed instruction the student will identify which are programed instruction:

- a. programed notebook
- b. progress check
- c. pre- or post-test
- d. flash cards for response.

Treatment:

In an independent study setting the student will use the materials provided to complete the assigned task.

Materials:

Lysaught, J. P. and Williams, C. M. *A Guide to Programed Instruction*.

Numerous brief examples (real and bogus) of programed instruction and conventional text materials of instruction. Response sheets in a format provoding appropriate spaces or check lists to complete the assigned task.

Evaluation:

The response sheets will be submitted for evaluation.

Number: 2020 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Principles of Programed Instruction

Target Population: Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will prepare and present an explanation of programed instruction for:

a. parents
b. elementary pupils
c. another teacher
d. school administrator.

Treatment:

As an individual assignment the student will consult with the instructor before independently developing his materials to be used in the presentation.

Materials:

Various depending upon the type of presentation--if visual, see Kemp, J. Planning and Producing Audiovisual Materials.

Any combination of materials and techniques deemed appropriate by the student.

Evaluation:

The student will be evaluated on the basis of:
(1) materials produced for the presentation
(2) the actual presentation which will be observed by the evaluator.

Number: 2031 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Principles of Programed Instruction

Target Population: Elem., C/U

Behavioral Objectives: 1

The student will draw diagrams that illustrate the topographical relationship of the structural components of the following types of instructional programs:

a. linear
b. intrinsic
c. linear adjunctive.

Treatment:

Independent study of a programed instruction text and a visualized lecture discussion using the overhead projector to teach concepts involved.

Materials:

Taber, J. et al. Learning and Programmed Instruction.
Texts and reference materials, transparencies, lecture notes.

Evaluation:

Teacher-made examinations.

Number: 2021 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Prompting

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will identify, define, and evaluate characteristics of programed instruction prompting techniques.
(2) Given examples of various programed instructional events, the student will classify each event according to prompting characteristics identified above and identify overprompted and/or copy frames.

Treatment:

The student will be introduced to the topic through lecture which will be followed by independent study of an edited version of Markle's Good Frames and Bad and/or reading Taber, Learning and Programmed Instruction. Finally, the student will be given selected segments from real programed materials and asked to identify and classify the types of prompts used.

Materials:

Markle, S. Good Frames and Bad. Taber, J. et al. Learning and Programmed Instruction, handout containing segments of programed materials, student instruction and response sheets.

Evaluation:

By teacher-made examination and evaluation of the student response sheets.

Number: 2022 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Learning Tasks Accomplished by Programed Instruction

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list and define the following types of learning tasks that may be taught by an instructional program:

a. discrimination
b. generalization
c. concept formation
d. problem solving
e. procedure learning.

Treatment:

The student will listen to an introductory presentation given by the instructor on the topic and then familiarize himself with the topic by studying Gagne's The Conditions of Learning and other reference materials.

Materials:

Gagne, R. M. The Conditions of Learning.
Multiple copies of The Conditions of Learning lecture notes; library reference materials.

Evaluation:

Teacher-made test.

Number: 2023 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Learning Tasks Accomplished by Programed Instruction

Target Population: Elem., In-S., C/U

Behavioral Objectives: 1

Given various examples of sequences ten to fifteen frames long, the student will identify the type of teaching task which is accomplished in each sequence.

Treatment:

As an individual assignment the student will develop skill in generalizing the information learned in the preceding objective to teaching tasks by using the materials provided.

Materials:

Gagne, R. M. *The Conditions of Learning*.
Handouts containing numerous samples of programed instruction sequences, each related to a specific teaching task. Student response sheet and instruction sheet.

Evaluation:

Written student response sheets will be submitted for evaluation.

Number: 2024 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Student Performance Data

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will define the following types of pupil performance data that he might obtain when his elementary pupils use an instructional program:

a. frame error rate
b. post-test item error rates
c. pre-test and post-test scores and gains;

and he will indicate the significance of each type of data in:

a. evaluating pupil performance
b. evaluating programed instruction materials.

Treatment:

The student will participate in a lecture-discussion on the topic and then read in depth in resource materials on an individual study basis until familiar with the topic.

Materials:

Glaser, R. (Ed.) *Teaching Machines and Programed Instruction*.
Lecture notes, textbooks, reference books and supplementary source materials.

Evaluation:

Competence will be assessed by teacher-made examination.

Number: 2025 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Student Performance Data

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) Given examples of various instructional programs with various sets of pupil performance data, the student will:

a. evaluate the success or failure of the programed materials according to criteria defined in Specification 2024
b. recommend and justify (1) continued use or (2) modification or (3) rejection of the programed instruction materials under the same circumstances.

(2) Given a programed instruction text, a new presentation, a teaching machine, or computer-assisted instruction and pupil performance data resulting from the use of the instructional material or technique, the student will determine:

a. were the objectives met, and
b. could the material/technique accomplish the objectives.

Treatment:

The student will read and study relevant resource materials, and in an independent study situation develop skill in writing and generalizing the information gained from pupil performance data to various instructional strategies in order to assess the effectiveness of these strategies.

Materials:

Glaser, R. (Ed.) Teaching Machines and Programed Instruction.
Reference materials including statistical works. Real materials, drawn from programed instruction texts, presentations, computer-assisted instruction, teaching machines, etc., real or simulated performance data--numerous examples of good and bad applications of programed instruction materials.

Evaluation:

Written reports will be submitted for evaluation.

Number: 2026 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Student Performance Data

Target Population: Elem., In-S., C/U

Behavioral Objectives: 2

(1) Given a group of elementary pupils and a specific learning task, the student will select an appropriate instructional program, administer the program to the elementary pupils, acquire student performance data, evaluate this

data, and interpret the data with respect to the effectiveness of the instructional program.

(2) The student will implement schedules of instructional sequences and adjunctive material appropriate for each pupil; and will evaluate the effectiveness of the schedules based on:

a. pupil performance

b. the adequacy of the pupil's preparation for individual differences in terms of ability, completion time, and interest

c. the exhaustiveness of the use of available media, materials, space, and time.

Treatment:

In a live teaching situation the student will carry out the experiments outlined above, and prepare written reports on the results of these experiments.

Materials:

Taber, J. Learning and Programmed Instruction.
Student teaching situation; or in-service job, with massive programed instruction and other instructional resources.

Evaluation:

Several evaluation methods can be used:
(1) evaluation of student demonstrations using instructor-developed check sheets
(2) student self-appraisal scales
(3) written reports of results.

Number: 2027 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Teaching Machines

Target Population: Elem., In-S., Admin., Supp.

Behavioral Objectives: 2

(1) The student will list the following as some of the features of a teaching machine:

a. permit uniform administration of the program
b. prevent inadvertent peeking
c. provide automatic response evaluation
d. provide systematic recording of student performance data
e. prevent random responding.

(2) Given examples of various teaching machines with operational programs the student will identify on each machine the various features which control the stimulus or verify the response (e.g. number of errors, number of responses, timed display, non-reversible response control, etc.).

Treatment:

The student will be introduced and become familiar with the features of teaching machines through individual study and lectures (Obj. 1), followed by an individual laboratory assignment to identify the various features of teaching machines through direct observation (Obj. 2).

Materials:

Lumsdaine, A. and Glaser, R. (Eds.) Teaching Machines and Programed Learning. Glaser, R. (Ed.) Teaching Machines and Programed Instruction.
Resource books on teaching machines and self-instructional devices. A variety of types of teaching machines with operational programs. Student instruction sheets and response sheets.

Evaluation:

Teacher-made examinations and individual studies reports.

Number: 2028 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Teaching Machines

Target Population: Elem., C/U

Behavioral Objectives: 1

The student will identify that the instructional program, not the teaching machine, leads the student to terminal behavior.

Treatment:

This information can be covered in a lecture.

Materials:

Taber, J. J. et al. Learning and Programmed Instruction.
Lecture notes from basic programed instruction text.

Evaluation:

Teacher-made examination.

Number: 2029 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Program Development and Adaptation

Target Population: In-S., C/U, Admin.

Behavioral Objectives: 1

The student will prepare a programed presentation of from 30 to 50 frames in which active responding, immediate confirmation, and branching are employed.

Treatment:

The student will select an instructional unit suitable for programing and in consultation with the instructor and his peers, develop a plan for writing, experimentally validating, and redesigning his presentation. His plan will follow the general outline for program development covered in the sources given below. As an individual study assignment he will carry out his plan using pupils from his target population to test his program.

Materials:

Espich, J. and Williams, B. Developing Programmed Instructional Materials: A Handbook for Program Writers.

Any materials or devices deemed appropriate or required to prepare and effectively present the completed program.

Evaluation:

Evaluation will be demonstration with the instructor and student observing the effectiveness of the program while in use by the pupils, written reports containing an (1) outline of program development procedure used, (2) validation data, and (3) the completed program.

Number: 2030 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Program Development and Adaptation

Target Population: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will describe various record-keeping procedures in cataloging, storing, and accessioning instructional programs in a classroom or group of classrooms used by students of same age or some other common characteristic relevant to programed instruction use..

Treatment:

The student will read and study library reference materials dealing with the topic and view a film or other visual material showing examples of record-keeping procedures. The student will then summarize this information in a written report.

Materials:

Brown, J. and Norberg, K. Administering Educational Media.
Library reference materials dealing with the topic, film or other visual material showing the procedures used in cataloging, storing, and accessioning instructional programs.

Evaluation:

A written report will describe various record-keeping procedures.

Number: 2032 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Program Development and Adaptation

Target Population: In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will prepare instruction guides which give procedures and instructions for accessioning and scheduling instructional programs.

Treatment:

In a field experience situation, the student will consult with his supervisor and teachers in cooperatively planning and validating the guides; summarizing and writing will be done as an individual study activity.

Materials:

Brown, J. and Norberg, K. Administering Educational Media.
Field experience situation in Instructional Materials Center (i.e. whatever is required to prepare and present guides and procedures).

Evaluation:

The student will demonstrate the correct procedures to teachers in real or simulated environment, the guides will be submitted for evaluation.

Number: 2033 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Program Development and Adaptation

Target Population: C/U, Admin.

Behavioral Objectives: 1

The student will evaluate the effectiveness of schedules of instructional sequences and adjunctive material that have been prepared for groups of pupils on the basis of:

a. pupil performance data
b. the adequacy of the teacher's preparation for individual differences in terms of ability, completion time, and interest
c. the exhaustiveness of the use of available media, materials, space and time.

Treatment:

After completion of Specification 2029, and in an internship or on-the-job experience at a location where programed instruction is extensively used in instruction, the student will carry out the required evaluation of effectiveness activities through interviews with teachers, data collection, evaluation, and writing and summarizing his findings.

Materials:

Taber, J. J. et al. Learning and Programmed Instruction.
Internship laboratory.

Evaluation:

Evaluation of the student performance can be assessed by supervisory-student conferences; supervisor observation of the student and by evaluating the written reports submitted by the student.

Number: 2034 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Programed Instruction

Topic: Instructional Program Development and Adaptation

Target Population: C/U, Admin.

Behavioral Objectives: 4

(1) The student will supervise teachers in real situations in following his instructions for teachers.

(2) Given a set of requests from teachers for use of instructional programs, the student will implement his plan for scheduling and accessioning instructional programs and making necessary physical arrangements.

(3) The student will evaluate requests for instructional programs from teachers based on cost, student time, and storage and handling of materials, and will give reasons for his approval or disapproval to a group of teachers.

(4) The student will evaluate the effectiveness of the existing procedures for cataloging, storing, scheduling, accessioning, and making physical arrangements for the use of instructional programs.

Treatment:

Internship or on-the-job experience at a location where programed instruction is used extensively in instruction so that the student can have direct experience in performing the given tasks.

Materials:

National Society for the Study of Education. Programmed Instruction.
An operating elementary school which can be used as a learning laboratory.

Evaluation:

Conferences, instructor observation of the student's operational performance, and written reports submitted by the student.

BIBLIOGRAPHY FOR PROGRAMED INSTRUCTION

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3. Evans, James L. *Principles of Programed Learning*. New York: Grolier, Inc., 1961.

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5. Gagne, Robert M. *The Conditions of Learning*. New York: Holt, Rinehart and Winston, Inc., 1966.

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15. Pipe, Peter. *Practical Programming*. New York: Holt, Rinehart and Winston, Inc., 1966.

16. Schramm, Wilbur. *Programed Instruction: Today and Tomorrow*. New York: The Fund for the Advancement of Education, 1962.

17. Taber, Julian J.; Glaser, Robert; and Schaefer, Halmuth H. *Learning and Programmed Instruction*. New York: Addison-Wesley Publishing Co., 1965.

Number: 2059 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Elements of a CAI System

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list and identify the equipment (hardware) components of a CAI system, including student terminal (media) components, and describe the function of each.

Treatment:

Class will tour a CAI facility, where a systems manager will identify the equipment and explain the role of each in the system. Construct a diagram denoting the interaction among components. Read presentations and literature from various manufacturers. Use pictures or drawings of equipment and develop brief written descriptions of function.

Materials:

Information, reprinted in Scientific American.

Literature from various manufacturers of CAI systems; pictures or drawings of equipment.

Evaluation:

Student will list equipment and describe the function of each.

Number: 2060 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Elements of a CAI System

Target Population: Pre-S, Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will describe the following types of programs (software) used in the CAI system:

a. compiler-translator,
b. instructional program, using coursewriter, inform, or similar author language,
c. utility (records) program.

Treatment:

Class will be organized into two small groups; each will identify and describe a sample of one type of program. Total group will collate this information into a chart showing type, purpose, language, and relation to hardware.

Materials:

Hansen, D. N. "Computer Assistance with the Educational Process," Review of Educational Research.
Samples of each type of program; list of author languages; CAI systems manuals; descriptive literature from CAI systems manufacturers; AERA committee materials on author languages.

Evaluation:

Student will match samples with description with name.

Number: 2061 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Applications of a Computer to Instruction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will describe the possible applications of a computer to instructional purposes, including:

a. presentation of programed instructional sequences
    1. tutorial mode, including drill
    2. inquiry mode
    3. laboratory (language, math, science) adjunct
b. instructional management system
c. calculator (math, science labs)
d. information retrieval (library).

(2) The student will identify instructional areas, topics, and/or types of training (such as discrimination or generalization) which are appropriate for each type of CAI application.

Treatment:

The student will read descriptions of various CAI projects, identifying the type of application, characteristics of each, and the areas or topics of the curriculum for which each is most appropriate. Using samples of programs, he will identify the mode being used. Work in small groups, each on a major curricular area, deciding what types of CAI programs could be used to present topics from each; have each group present (written) outline to the total group.

Materials:

Curl, D. H. "Applications of Computer-Assisted Instruction," Audiovisual Instruction. Gentile, J. R. "The First Generation of Computer-Assisted Instructional Systems: An Evaluative Review," AV Communication Review.

Hansen, D. N. "Computer Assistance with the Educational Process," Review of Educational Research.

Materials from computer programs developed in various labs (Stanford, Penn State, Florida State, SDS, etc.); list of instruction areas, topics, types of training.

Evaluation:

The student will list and describe the various computer applications to instruction. The student will match instructional topics with applications.

Number: 2062 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Applications of a Computer to Instruction

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will list the modes by which:

a. instructional sequences may be presented to pupils, and

b. pupils may respond, and match with instructional sequences for which each is appropriate.

Treatment:

List of presentation and response modes used in program samples. Identify the modes that could be appropriately used in topics identified previously. Analyze one instructional sequence and specify modes.

Materials:

Zinn, K. L. "Functional Specifications for Computer Aided Instruction Systems," Automated Education Handbook.

Materials from CAI systems manufacturers; list of modes, instructional sequences.

Evaluation:

The student will match items on a list of topics with those on a list of presentation modes.

Number: 2063 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Advantages and Limitations of CAI

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will list the advantages attributed to CAI, including:
  a. possibilities for individualizing instruction
  b. "patience" when reteaching or repeating
  c. continual revision (updating) of program using pupil response data
  d. coordination of presentations by several media.

(2) The student will list the disadvantages or limitations of CAI, including:
  a. hardware problems
  b. software limitations, especially the lack of good instructional programs
  c. cost.

Treatment:

Read and discuss articles and speeches in which the advantages and disadvantages are cited; have panel discussion(s) or debates on the importance of each, relating the list to (local) specified school situations.

Materials:

Dick, W. "The Development and Current Status of Computer-Based Instruction," The American Educational Research Journal. Gentile, J. R. "The First Generation of Computer-Assisted Instructional Systems: An Evaluative Review," AV Communication Review. Arithmetic Teacher, (January, 1967).
Presentations on CAI at conferences (for instance, DAVI 1968 conference).

Evaluation:

Student can list major advantages and disadvantages (at least 5).

Number: 2064

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Advantages and Limitations of CAI

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will explain the potential of CAI in individualizing the instructional process by describing possible provisions for:
  a. permitting different student progress rates
  b. using identified characteristics of the learner to determine the type of program he receives
  c. allowing continual checking or testing, and presenting a learning sequence accordingly.

d. applying carefully planned and controlled reinforcement schedules.

(2) The student will explain how CAI can aid the teacher in evaluating both the performance of pupils and the CAI instructional sequence by describing the computer capability for record storage, data retrieval, and calculation of summary data.

Treatment:

Discuss ways of individualizing instruction in classroom; decide "can the computer do what the teacher can do?" Consider open-ended-answer test situation; list what teacher can do, what is possible with CAI (judge whether teacher can correct, control time per item, record alternate answers, etc., which are feasible in terms of time involved).

Materials:

Suppes, P. "Some Theoretical Models for Mathematics Learning," Journal of Research and Development in Education.
Computer output and summary data; materials from manufacturers.

Evaluation:

The student will compare an instructional sequence presented in the classroom by the teacher and by CAI, citing the possibilities for individualizing instruction and utilizing informational data in each.

Number: 2065 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Pupil Performance Data

Target Population: Elem., In-S., Admin., Supp.

Behavioral Objectives: 2

(1) The student will:
a. list the types of response data (such as latency time, number of correct responses, number and exact wrong responses, etc.) that may be obtained from a CAI program
b. describe their usefulnes in CAI development, experimentation, and use
c. state the relevant data that could be requested for various types of teaching tasks.

(2) The student will describe the possible interpretations and/or limitations of various types of summary data for:
a. evaluating elementary pupil performance and prescribing subsequent activity
b. evaluating the quality of CAI instruction and revising the program.

Treatment:

Present case studies of pupils who have had CAI, discuss how data can be used by teacher. With samples of computer output, list responses, priority of usefulness to teacher, developer and researcher.

Materials:

Suppes, P. "Some Theoretical Models for Mathematics Learning," Journal of Research and Development in Education.
Computer output of pupil performance data.

Evaluation:

The student will select from a list the data which will aid him in evaluating specified aspects of pupil performance.

Number: 2066 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Pupil Performance Data

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Given examples of various instructional sequences and summary data, the student will:

a. interpret the student performance records
b. correctly match the examples of subsequent prescriptions with the data
c. prepare prescriptions.

Treatment:

Small groups each analyze samples of student records and report findings to total group, then prepare prescriptions.

Materials:

Suppes, P. "Some Theoretical Models for Mathematics Learning," Journal of Research and Development in Education.
Actual computer output from CAI programs (IBM at Stanford, Penn State, Florida State, etc.; Philco at Philadelphia, etc.; RCA at New York, etc.).

Evaluation:

The student will prepare prescriptions and relate these to the data.

Number: 2067 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Pupil Performance Data

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will request pupil performance data by preparing necessary written specification forms.

Treatment:

Using forms from CAI centers, define terminology; student will complete forms.

Materials:

Information, reprinted in Scientific American.
Forms from one or more CAI centers.

Evaluation:

Student will complete form correctly.

Number: 2068 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Pupil Performance Data

Target Population: Supp.

Behavioral Objectives: 1

Given a request for summary data from an existing CAI instructional sequence, and list of the available utility programs, the student will:
- a. write the additional instructions for supplying the summary data.
- b. document the program changes in the appropriate record file in the CAI computer room.

Treatment:

The student will write the necessary instructions and test to determine that they operate correctly to secure the desired information before documenting for the records.

Materials:

Goodlad, J. I.; O'Toole, J. F. Jr.; Tyler, L. L. Computers and Information Systems in Education.
Request forms; listing of utility programs.

Evaluation:

Student can correctly revise records program.

Number: 2069 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Development and Revision of Programs for a CAI System

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will prepare supplementary (adjunctive) exercises for existing CAI materials.
(2) The student will analyze an instructional topic to determine what aspects are best presented by CAI and which should be taught off-line.

Treatment:

Develop (Venn) diagram which shows relationship of CAI to the classroom; one facet of the instructional scheme. Analyze one topic, determining an appropriate blend of CAI with other activities. Discuss: What do we want pupil to learn in the sequence? What exercises will reinforce the computer sequence? The student will select a sequence and develop exercises, plus activities related to the topic which could be used when the computer is not available.

Materials:

Zinn, K. L. "Computer Technology for Teaching and Research on Instruction," Review of Educational Research.
Diagram, resource materials.

Evaluation:

From a list, the student can select exercises suitable for a given sequence of instruction.

Number: 2070 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Development and Revision of Programs for a CAI System

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Using pupil performance data, the student will revise an existing CAI instructional sequence.

Treatment:

Analyze data, identifying problems and solutions such as:
(1) long latency time, many incorrect responses: rewrite and thus clarify questions
(2) answer correct but not accepted: recode or add further correct answers
(3) answers almost correct: specify wrong answer responses to redirect pupil; etc.

Materials:

Coulson, J. E. (Ed.) Programmed Learning and Computer-Based Instruction. Performance data, instructional sequence.

Evaluation:

The student will revise an instructional sequence and explain why, referring to performance data.

Number: 2071 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Development and Revision of Programs for a CAI System

Target Population: Pre-S., In-S., C/U

Behavioral Objectives: 1

The student will:
- a. develop a short instructional sequence and code (flow chart) the program in an author language, using various presentation and student response modes
- b. test (debug) and revise the program as necessary
- c. run the program with a group of elementary pupils.

Treatment:

Select and analyze an instructional sequence, discussing how it would be taught in the classroom. In small groups, have students develop and flow chart a CAI sequence. Have program input; student will then test the program to be sure it runs properly, making revisions if necessary. Student will run the program with a small group of pupils. The resulting data should be analyzed, to determine if and how criterion was met and need for further revision.

Materials:

Maher, A. Computer-Based Instruction (CBI): Introduction to the IBM Project.
Author language manuals; coding forms (if used).

Evaluation:

Student has written a short program which runs on the computer.

Number: 2072 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Sources and Evaluation of CAI Systems and Programs

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list the sources of instructional programs for CAI systems.

Treatment:

Working in small groups on various curricular areas, students will list available CAI programs, identifying type of application, source, language, length, level, etc.

Materials:

Engel, G. L. Computer Assisted Instruction: A Selected Bibliography and KWIC Index. Hickey, A. E. et al. Computer-Assisted Instruction. A Survey of the Literatures. Zinn, K. L. "Functional Specifications for Computer Aided Instruction Systems," Automated Education Handbook.
ENTELEK Materials (CAI Guide).

Evaluation:

Student can name (at least) three sources of programs.

Number: 2073 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Sources and Evaluation of CAI Systems and Programs

Target Population: Pre-S., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will list the types, purposes, and uses of CAI research citing sources of information on CAI experimentation and development.
(2) The student will review and analyze (evaluate) research on CAI, writing an overview on the status of CAI.

Treatment:

The student will list the types, purposes and uses of CAI research. Students will each select a particular facet of CAI research. Using appropriate sources, he will review and analyze this research, developing a written report on the current status in that facet.

Materials:

ENTELEK materials; Review of Educational Research, (December, 1966). Phi Delta Kappan, (April, 1968).
Current research literature.

Evaluation:

Student can cite (at least) three examples of research on CAI and/or (at least) three developmental projects, describing each briefly.

Number: 2074 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Sources and Evaluation of CAI Systems and Programs

Target Population: Pre-S., C/U, Admin.

Behavioral Objectives: 1

The student will list criteria for evaluating various CAI systems (including time-sharing systems), including:
a. features and limitations of equipment (including cost)
b. space requirements
c. availability and quality of instructional materials
d. operational qualities of the equipment
e. expected applicability to local school (teaching) needs.

Treatment:

Using materials from manufacturers and from independent users, the student will develop a list of the criteria to consider when selecting a CAI system for a school. He will apply these criteria to a specified situation, identifying the system he would recommend, and why.

Materials:

Engel, G. L. Computer Assisted Instruction: A Selected Bibliography and KWIC Index. Hickey, A. E. et al. Computer-Assisted Instruction. A Survey of the Literatures.

Technical reports from projects, articles, materials from manufacturers.

Evaluation:

Student can list (at least) five criteria for evaluating a CAI system.

Number: 2075 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Sources and Evaluation of CAI Systems and Programs

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will prepare and present an explanation of the use of CAI for:
   a. parents,
   b. another teacher, or
   c. a visitor who is unfamiliar with CAI.

(2) The student will describe the features and limitations of various CAI systems in presentations suitable for:
   a. his superiors,
   b. parents, or
   c. teachers.

Treatment:

The above objectives represent a summary of the information learned, therefore the student will collect and organize this information into a presentation designed for one of the audiences noted above. He would then make this presentation in a simulated setting using videotape as a feed-back device.

Materials:

Bolvin, J. O. "Individually Prescribed Instruction," AV Guide.

Resource materials as needed to prepare the presentations. Videotape recorder.

Evaluation:

Students present explanation to small group of visitors to CAI center.

Number: 2076 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Operation of Equipment

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 2

(1) Given the procedures for operating a CAI system, the student will:
a. identify the steps that are performed by the computer operator or technician, the teacher, and the pupil
b. perform the operations that are done by the teacher and those that are done by the pupil
c. demonstrate to a group of elementary pupils the steps necessary to use a CAI terminal
d. run pupils on an existing instructional sequence.

(2) The student will operate the CAI system equipment and instruct teachers (and pupils) to operate the terminals.

Treatment:

A CAI systems operator will demonstrate the procedures which a teacher and a pupil would be expected to follow in the CAI center. The teacher will perform them himself, prior to showing elementary pupils what they are to do and having them then perform the operations. (This could be done with Specification 2071 at the in-service level.)

Materials:

Bolvin, J. O. "Individually Prescribed Instruction," AV Guide.
CAI system in an elementary school.

Evaluation:

Student can name steps he must perform in order to acquaint pupils with a CAI terminal.

Number: 2077 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Administration of a CAI System

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list the personnel required by a CAI system and state the responsibilities of each.

Treatment:

Using information gained in the tour of a CAI center, through reading, and through experience in the CAI center, the student will develop a list of personnel and their responsibilities in operating a CAI system. (A systems manager will serve as a source person in clarifying the accuracy of this list for any specific situation).

Materials:

Loughary, J. W. Man-Machine Systems in Education.
CAI center, CAI resource materials.

Evaluation:

The student can write an accurate list of personnel and their responsibilities.

Number: 2078 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Administration of a CAI System

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will list the advance information that should be given to the CAI system operator to arrange for pupils to use the CAI equipment and programs.

Treatment:

The CAI center and/or a presentation by the systems manager will provide information on procedures to follow before the system may be used. The necessary forms should be completed. (This could be done at the same time as Specification 2071 or 2076.)

Materials:

Loughary, J. W. Man-Machine Systems in Education.
Request forms. CAI center.

Evaluation:

Student will list information for a specified group of pupils.

Number: 2079 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Administration of a CAI System

Target Population: C/U, Supp.

Behavioral Objectives: 3

(1) The student will describe the records that must be kept in the CAI computer room.
(2) The student will:
  a. describe the procedure for cataloging, storing and running computer programs
  b. follow the procedure and complete the necessary records for a group of elementary pupils.
(3) Given examples of advance information requesting use of the CAI system, the student will describe the scheduling, programing, and other arrangements that must be made.

Treatment:

By reading manuals, and discussions prior to an internship in a CAI center, the student will become thoroughly familiar with all procedures for operating the equipment and keeping records.

Materials:

Loughary, J. W. Man-Machine Systems in Education.
Records manual; records forms.

Evaluation:

Student can operate CAI systems equipment. He can complete necessary record forms accurately.

Number: 2080 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Computer Assisted Instruction

Topic: Administration of a CAI System

Target Population: C/U, Supp.

Behavioral Objectives: 2

(1) The student will prepare a plan for installing a CAI system in his school, specifying location, personnel to be hired, orientation of teachers, and plans for use.
(2) The student will develop a plan to evaluate the effectiveness of the use of the CAI system by teachers.

Treatment:

These plans should be developed as course projects. Specification 2073 forms an integral part of these plans; summary information from many other specifications is necessary.

Materials:

Goodlad, J. I.; O'Toole, J. F. Jr.; Tyler, L. L. Computers and Information Systems in Education.
CAI resource materials.

Evaluation:

Use of (previously developed) criteria should be evident in the plan.

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INSTRUCTIONAL SIMULATION AND ACADEMIC GAMES

Number: 2081 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Introduction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will define instructional simulation as:
a. a technique of modeling (physically, iconically, verbally, or mathematically) some aspects of a real or proposed instructional system, process, or environment, or
b. the model (physical, iconic, verbal, or mathematical) of some aspects of a real or proposed instructional system, process or environment (Twelker, 1968)

(2) The student will define an academic game as being a subset of instructional simulation in which the players (learners), through competitive activities, learn the dimensions and rules governing a particular system which has been modeled. (Trzebiatowski, 1968)

Treatment:

The student will read one article to gain background information, participate in an academic game such as Life-Career, Propaganda, or Wff'N'Proff, hold a discussion and attempt to draw some conclusions about the parameters of instructional simulation and academic games.

Materials:

Twelker, P.A. "Simulation: What is it? Why is it?"
Academic games, resource materials on simulations and games.

Evaluation:

Each student will: (1) turn in his own definition of simulation and games, (2) take a teacher-made exam on the topic.

Number: 2082 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Introduction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will list the essential properties of games as:
a. players, each striving to achieve his goal
b. having a small fixed number of players
c. having rules which limit the range and define the nature of legitimate actions of the players
d. establishing the basic order, sequence, and structure within which the actions take place
e. delimited in time with a defined end
f. rules constituting a temporary suspension of some of the ordinary activities of life and rules of behavior by substituting for them these special time and space delimited ones.

Treatment:

The student will do background reading on games and game theory, participate in games, hold discussions about their game playing experiences, draw conclusions based upon their readings and experiences with games.

Materials:

Coleman, J. S. "Academic Games and Learning."
Academic games, resource materials.

Evaluation:

Teacher-made examinations.

Number: 2083 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Introduction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will be able to write a one-page essay on the theory and rationale undergirding simulation and academic games.

Treatment:

The student will work through a unit length self-instructional program on the theory and rationale of instructional simulation and academic games. Upon completion of the unit the student will participate in a small group integration seminar for the purpose of viewing a film on the topic and discussing the viewpoints brought out in the reading and the film.

Materials:

Schild, E. O. and Boocock, S. S. Simulation Games in Learning.
Film, programed unit, instructor or discussion leader.

Evaluation:

A one-page written essay on the topic will be submitted by the student for critical evaluation.

Number: 2084 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Introduction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will be able to name and cite examples of each of the following types of instructional simulations:

a. demonstrational, e.g. planetariums
b. contextual response, e.g. academic games
c. performance criterion, e.g. Link Trainers.

Treatment:

The student will view a film or slide-audio tape presentation which explains and shows examples of each type of instructional simulation in use. If possible the student should visit a planetarium to view a presentation and go "back stage", participate in an academic game, and have their automobile driving skills tested in a Link Trainer.

Materials:

Twelker, P. A. "Simulation: What is it? Why is it?"
Instructor, film, slide-tape presentation, academic game, Link Trainer and planetarium.

Evaluation:

Teacher-made exam.

Number: 2085 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Introduction

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 1

The student will be able to name and cite examples of each of the following types of academic games. Those which are designed primarily to:

- a. motivate and increase learner interest
- b. teach subject matter; facts, concepts, principles, etc.
- c. develop skill in applying principles, rules, laws, etc.

Treatment:

The student will view a film, slide-tape presentation or demonstration in which a wide variety of academic games are explained as to their purpose and use. If possible the student should play at least one game of each type and participate in a discussion on the types of games.

Materials:

Carlson, E. "Games in the Classroom," *Saturday Review*.

Films, slide-tape presentation, academic games for demonstration and use.

Evaluation:

Teacher-made exam.

Number: 2086 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Introduction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will be able to list the advantages of using instructional simulation and academic games in teaching.

(2) The student will be able to list the limitations of using instructional simulation and academic games in teaching.

Treatment:

The student will read resource materials and participate in a lecture-discussion of the topic. More advanced students will report their experiences in using simulations and games in their teaching. From the readings, discussions and reports the student will develop his own list of advantages and limitations.

Materials:

Cherryholmes, C. "Some Current Research on Effectiveness of Educational Simulations: Implications for Alternative Strategies."
Resource materials, resource persons.

Evaluation:

The student will submit his list of advantages and limitations to the instructor for evaluation.

Number: 2087 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Selection

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will list the major sources, simulations, and games which can be used:
   a. in elementary education and
   b. in elementary teacher education.

(2) The student will prepare a reference file of simulations and games for elementary pupils which can be played in conjunction with each of the major subject areas; i.e. history, social studies, mathematics.

Treatment:

Using the addresses provided by the instructor the student will write for a copy of the current catalog of each of the major distributors of simulations and games. Upon receiving the catalog the student will prepare a reference file.

Materials:

Boocock, S. S. "Simulation Games Today," Educational Technology.
"Selected Sources of Information on the Use of Simulation and Academic Games in Education," Newsletter of Division of Educational Technology of of the NEA.
Reference material, teacher hand-outs.

Evaluation:

The student will be able to list the major sources of simulations and games on a teacher-made examination.
Reference file.

Number: 2088 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Selection

Target Population: C/U

Behavioral Objectives: 1

The student will write a critical review of the simulated situations and academic games which have been developed or could be modified for in-service and pre-service training of elementary teachers. The simulated situations and games reviewed should include:

a. Cruickshank's teaching simulation techniques
b. Kersh's Classroom Simulation
c. Utsey, Wallen, and Beldin's techniques for training reading teachers
d. UCEA's In-Basket Out-Basket techniques
e. AACTE's TEAM program
f. Computer based simulation techniques
g. Multi-media simulation chambers.

Treatment:

The student will do extensive library research on the topic, participate in discussions and wherever and whenever possible visit sites which are using these techniques. If site visits are not possible, demonstrations should be brought to the student so that he can participate actively in the various simulation techniques.

Materials:

Kersh, B. Y. Classroom Simulation: A New Dimension in Teacher Education. Schueler, H. and Lesser, G. S. Teacher Education and the New Media. UCEA's Simulation in Administrative Training. Cruickshank, D. R. "Simulation: New Direction in Teacher Education," Phi Delta Kappan. Utsey, J.; Wallen, C.; and Beldin, H. O. "Simulation, A Breakthrough in the Education of Reading Teachers," Phi Delta Kappan.

Reference materials on simulation and games in teacher education, field trips, demonstrations, resource persons.

Evaluation:

Written critiques of each technique based upon readings, observations and participation.

Number: 2089 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Selection

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 2

(1) The student will select simulations and games for instructional purposes based on:

- a. the cost
- b. availability
- c. research and development data
- d. course objectives
- e. local student's individual needs
- f. learning tasks to be achieved.

(2) The student will collect and evaluate the research and development data needed for selection from:

- a. producers and distributors literature, i.e. type and purpose, development and validation data, etc.
- b. published research reports
- c. pupil performance data collected locally.

Treatment:

As an independent study activity in a study carrel the student will work through an audio-tutorial presentation which give the student background information on selection techniques and criteria, and several exercises in which the student is given case examples, producer literature, pupil performance data, etc. The student is then asked to make his selections based on local needs.

Materials:

Cherryholmes, C. H. "Some Current Research on Effectiveness of Educational Simulations: Implications for Alternative Strategies," The American Behavioral Scientist.

Individual study carrels, a simulation exercise in games selection.

Evaluation:

Reports of the exercise.

Number: 2090 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Utilization in Instruction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will describe the parameters of games and simulations as:

a. optimum frequency at which they may be played
b. proportion of time to be allotted
c. time required to play most games
d. maximum time they may be played without boredom
e. suitability of the equipment and physical facilities needed for simulating situations
f. suitability of physical facilities for simulating situations.

Treatment:

The student will read resource materials and participate in direct observations of pupils playing games and performing in simulated activities. Following the readings and direct observation, the student will participate in an integrative seminar and prepare an oral report on the topic.

Materials:

McKenney, J. L. and Dill, W. R. "Influences on Learning in Simulation Games," The American Behavioral Scientist.
Resource materials, field trips (for observation), resource person.

Evaluation:

Oral reports and instructor observation of the student.

Number: 2091 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Utilization in Instruction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will list the following as the necessary topics for a 15 minute pre-game explanation:

a. problem of the game
b. actors and their objectives
c. physical layout
d. demonstration of the first move.

(2) Given various games and simulated situations to be used for specific instructional purposes, the student will prepare and present a pre-game explanation for each to a simulated audience.

Treatment:

As an individual studies assignment and after having participated in a number of simulations and games, the student will do background reading and prepare and present in a micro-teaching situation several pre-game explanations.

Materials:

Schild, E. O. and Boocock, S. S. Simulation Games in Learning.
Resource materials, instructor, Micro-teaching facilities.

Evaluation:

Instructor observation and written reports.

Number: 2092 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Utilization in Instruction

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 3

(1) The student will describe the procedure that he must follow in implementing a game as:
- a. playing the game in a simulated classroom situation
- b. reading instructions
- c. modifying the game, if necessary, to meet the needs of the class
- d. preparing and giving a pre-game explanation
- e. conducting a discussion subsequent to the game, relating it to class work.

(2) The student will list as possible ways to cast a game:
- a. volunteers
- b. picking numbers from a hat
- c. random assignment
- d. deliberate casting

(3) Given specific games to be implemented, the student will follow the specified procedure.

Treatment:

The student will view a film or videotape of a simulation or games being utilized in a classroom, discuss the various aspects of implementing simulations and games in the classroom and when given a specific game to be implemented the student will take all the necessary steps to implement the game either in a live or simulated setting.

Materials:

Schild, E. O. and Boocock, S. S. Simulation Games in Learning.
Games and simulations, film or videotape, simulation chamber or classroom.

Evaluation:

Teacher-made examination and instructor observation of the student.

Number: 2093 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Utilization in Instruction

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will describe the role of the teacher during a game.

Treatment:

The student will view a film, videotape or make a direct observation of a teacher using simulations and games in his classroom. The student will describe his observations and generalize about them in an oral report to an integrative seminar.

Materials:

Coleman, J. S. "Academic Games and Learning," Proceedings of the 1967 Invitational Conference on Testing Problems.
Instructor, film, videotape, or live setting.

Evaluation:

Instructor's evaluation of the student's written report.

Number: 2094 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Utilization in Instruction

Target Population: In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will prepare and present explanations of the uses of simulation and games to:

a. teachers
b. parents
c. school board
d. other appropriate audiences.

Treatment:

In an on-the-job setting and after having some experience with simulation and games the student will analyze his audience and the subject matter and prepare a presentation, testing and revising it as necessary under the guidance of an instructor.

Materials:

Coleman, J. S. "Academic Games and Learning," Proceedings of the 1967 Invitational Conference on Testing Problems.

All the materials necessary to prepare a presentation, instructor, resource materials - both print and non-print.

Evaluation:

Instructor observation of the student's presentation.

Number: 2095 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Evaluation

Target Population: Pre-S., Elem., In-S., C/U, Supp.

Behavioral Objectives: 2

(1) Given a simulated teaching activity, the student will evaluate the student teachers' interest, and decide whether to:

a. stop the activity and begin another activity
b. stop the activity, and hold a class discussion
c. continue the simulation exercise.

(2) Given a game situation, the student will evaluate the elementary pupils' interest, and decide whether to:

a. stop the game, and do something else
b. stop the game, and hold class discussion
c. continue the game.

Treatment:

In a simulation chamber, the student will be presented with visual information which he can use to make his decision. He will continue practicing until he makes decisions which are in agreement with his instructor in eight out of ten cases.

Materials:

Kersh, B. Y. Classroom Simulation: A New Dimension in Teacher Education. Simulation chamber and simulation materials, instructor.

Evaluation:

Instructor observation of the student and oral reports by the student.

Number: 2096 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Evaluation

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) The student will evaluate the simulation or game and modify it, if necessary, based on participant response and pupil performance data.

(2) Given a class discussion following a simulation or a game, and pupil performance data, the student can evaluate the instructional ability of the simulation or game for his elementary pupils or student teachers, and decide whether to:

a. use the game again in the present form
b. modify the game format
c. discard the game.

Treatment:

Assuming a background of research training and an on-the-job setting or access to pupils, the student will develop guidelines for evaluating simulations and games. He will test these guidelines first by using case studies and then by collecting data from actual cases and will make decision based on the data collected.

Materials:

Frederiksen, N. "Proficiency Tests for Training Evaluation," Training Research and Education.
Reference materials, laboratory.

Evaluation:

The student will submit:
(1) the guideline for evaluating simulations and games
(2) the results of the case studies
(3) the written reports on the actual cases studied.

Number: 2097 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Evaluation

Target Population: C/U, Admin., Supp.

Behavioral Objectives: 1

The student will evaluate a teacher's effectiveness in implementing simulations and games.

Treatment:

Assuming that the student has some expertise in simulation and games which was gained from experiencing prior objectives, the student will develop and validate an instrument for assessing teacher effectiveness in teaching with simulation and games. This may include videotaping the teacher and holding a critique with him concerning the substance of the videotape.

Materials:

Cherryholmes, C. H. "Some Current Research on Effectiveness of Educational Simulations: Implications for Alternative Strategies," The American Behavioral Scientist.
Videotape equipment.

Evaluation:

The student will submit his evaluation instrument for review by the instructor.

Number: 2098 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Evaluation

Target Population: C/U, Admin.

Behavioral Objectives: 1

The student will evaluate requests for simulations and games on the basis of cost, instructional effectiveness, and requirements for game administration.

Treatment:

As an individual study assignment, the student will do background reading on assessing simulations and games, develop guidelines for evaluating requests for simulations and games and practice using these guidelines by reacting to several case studies which provide the input data needed to test the guidelines and make decisions.

Materials:

Simulation in Administrative Training, University Council for Educational Administration.
Resource materials.

Evaluation:

The report of the case studies will be submitted for evaluation.

Number: 2099 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Modification and Design

Target Population: In-S., C/U

Behavioral Objectives: 1

Given deficiencies in a simulation or game due to lack of interest or misunderstanding of the principles being taught, the student will modify the game on the basis of:

a. elementary pupil feedback
b. teacher evaluation
c. pupil performance data.

Treatment:

In an on-the-job setting and assuming the student has some competence in carrying out research, the student will collect pupil performance data, pupil feedback and teacher reactions; analyze this information and modify the simulation or game, re-administer the simulation or game and monitor the results making additional modifications if needed.

Materials:

Wing, R. L. "Two Computer-Based Economics Games for Sixth Graders," *The American Behavioral Scientist*.
Live classroom, simulation or game, access to pupil performance data research equipment.

Evaluation:

The student will submit his modified simulation or game along with validating data.

Number: 2100 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Instructional Simulation and Academic Games

Topic: Modification and Design

Target Population: In-S., C/U

Behavioral Objectives: 1

Given that a game is desired to teach relationships for which there is no existing game, the student will design, test, redesign and retest a game of his own invention, using the principles of simulation and game design.

Treatment:

Assuming some background experience in using simulations and academic games in instruction, the student will read and study the principles of simulation and games design, develop an elementary game, test it, redesign and retest it and finally design a more complex simulation activity.

Materials:

Guetzkow, H. *et al*. *Simulation in International Relations: Developments for Research and Teaching*.

Resource materials and any materials or equipment needed to develop a game and a simulated environment.

Evaluation:

The student will submit one game and one simulated environment along with validating data.

BIBLIOGRAPHY FOR INSTRUCTIONAL SIMULATION AND ACADEMIC GAMES

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2. Carlson, Elliot. "Games in the Classroom," *Saturday Review*, 50 (April 15, 1967), 62-64.

3. Cherryholmes, Cleo H. "Some Current Research on Effectiveness of Educational Simulations: Implications for Alternative Strategies," *The American Behavioral Scientist*, 10 (October, 1966), 4-7.

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14. Twelker, Paul A. "Simulation: What Is It? Why Is It?" Teaching Research, Oregon State System of Higher Education (paper presented at the conference, Simulation: Stimulation for Learning, San Diego, April, 1968).

15. Utsey, Jordan; Wallen, Carl; and Beldin, H. O. "Simulation: A Breakthrough in the Education of Reading Teachers," *Phi Delta Kappan* 47 (June, 1966).

16. Wing, Richard L. "Two Computer-Based Economics Games for Sixth Graders," *The American Behavioral Scientist*, 10 (November, 1966), 31-36.

MICROTEACHING

Number: 2001 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Uses of Microteaching, Characteristics of Microteaching

Target Populations: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 3

(1) The student will state that the use of microteaching enables the teacher to:

- a. increase his effectiveness in various methods of presentation
- b. implement a new curriculum
- c. evaluate a new curriculum
- d. predict the instructional level of specific subject matter
- e. select and rate experienced teachers seeking employment
- f. provide training for supervisors in teacher evaluation
- g. provide intensive supervision and evaluation of beginning teachers.

(2) The student will list the following characteristics of microteaching:

- a. class size may be from one to five elementary students
- b. lesson length is from 5 to 20 minutes
- c. videotape may or may not be used
- d. the emphasis in the teacher's presentation is on specific skills and behaviors
- e. the teaching situation is real, not simulated
- f. one or more observers, usually peers of the teacher, record students' and the teacher's behaviors in each of several categories at specified time intervals during the presentation
- g. after the presentation the teacher watches the videotape replay (if available) and reviews the record of his behaviors and the elementary students' behaviors with the observer to evaluate his effectiveness with the specific teaching method used and to determine the appropriate revision in his presentation.
- h. the microteaching technique is repeated for the revised presentation with a new class.

(3) The student will describe the categories of student and teacher behaviors to be observed in the microteaching situation. The categories might include the following:

- a. teacher's ability to identify student attitudes and to make use of these attitudes in the presentation
- b. teacher's ability to reinforce desirable student behavior
- c. teacher's ability to accept and use student ideas
- d. teacher's ability to ask stimulating questions
- e. teacher's ability in lecturing
- f. teacher's ability in giving directions to the students
- g. teacher's ability in criticizing or justifying authority

h. student responses to the teacher's questions, directions, or lecture
i. student initiation of discussions
j. teacher's ability to keep order in the classroom
k. teacher's ability to properly prepare the lesson.

Treatment:

Students will observe a number of demonstration microteaching lessons (live and/or video tape) analyze, discuss and attempt to discover possible uses and characteristics of microteaching and attempt to define categories of student and teacher behaviors observed in the microteaching situation. Reading and lecture will follow observation and discussion.

Materials:

Allen, D. W. and Fortune, J. C. An Analysis of Micro-Teaching: A New Procedure in Teacher Education. Stanford Teacher Competence Appraisal Guide, Stanford University. Allen, Dwight W. "Micro-teaching, a New Framework for In-Service Education," Partnership in Teacher Education, Smith, E. B. et al. (Eds.)

Videotape recorder and tapes, reference works.

Evaluation:

Paper and pencil test to determine if student can list various uses, characteristics and behavior observed in microteaching as stated in above objectives.

Number: 2006 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Arrangement of Microteaching Situation

Target Population: Admin., Supp.

Behavioral Objectives: 1

The student will describe the procedure to be used in arranging a microteaching situation for any teacher who wishes to use microteaching. The procedure might include the following:
a. selecting the elementary students for the class
b. setting aside a room for the class
c. selecting an observer for the microteaching situation
d. making sure that all of the above is available on the given date.

Treatment:

Student will read source material and observe the instructor go through the prescribed procedures.

Materials:

Allen, D. W. and Fortune, J. C. An Analysis of Micro-Teaching: A New Procedure in Teacher Education. Allen, Dwight W. "Micro-Teaching, a New Framework for In-Service Education," Partnership in Teacher Education, Smith, E. B. et al. (Eds.)

Evaluation:

Paper and pencil description of process or verbal description by student.

Number: 2007 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Arrangement of Microteaching situation

Target Population: Supp.

Behavioral Objectives:

The student will arrange microteaching situations that provide practice in various methods of presentation and practice in observing teacher and elementary student behaviors for pre-service and in-service teachers.

Treatment:

The student will be required to arrange specific microteaching situations utilizing the proper procedure and utilizing appropriate students (if possible) and materials required. This may also be simulated if real students etc. are not available.

Materials:

Amidon, E. J. "Analysis Techniques in Teaching," Partnership in Teacher Education, Smith, E. B. et al. (Eds.) Allen, D. W. and Fortune, J. C. An Analysis of Micro-Teaching: A New Procedure in Teacher Education.

Evaluation:

Observation by instructor of student demonstration of proper arrangement of microteaching situation (real or simulated).

Number: 2002 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Participation in Microteaching

Target Populations: Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) Placed as an observer in a microteaching situation, the student will accurately record teacher and student behaviors in the standard categories at specified time intervals.

(2) After using a specific method in presentation and in a microteaching situation and given a videotape replay, the student will record his own and the elementary students' behaviors in the standard categories at specified time intervals.

Treatment:

The students will observe a microteaching situation and will record their observations of pupil and teacher behavior. After each microteaching lesson students will discuss their observations and evaluate their accuracy by using videotape replay and discussing with instructor. This procedure will be repeated with various types of microteaching situations illustrating wide range of behaviors to be observed.

Materials:

Harrison, Charles H. "Teacher Teaches Himself via Lab Replay," Education News. Stanford Teacher Competence Appraisal Guide, Stanford University.

Evaluation:

Student will view a number of microteaching situations, including a tape of his own teaching, and record his observation through use of self-appraisal rating scale of student and teacher behavior. Student recorded observations will be compared to those of instructor in conference.

Number: 2003 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Participation in Microteaching

Target Population: Elem., In-S., C/U

Behavioral Objectives: 2

(1) After using a specific method of presentation in a microteaching situation the student will watch the videotape replay (if available) and review the record of his behaviors and the students' behaviors with the observer(s) to evaluate his effectiveness with the specific teaching method used. He will then revise his presentation accordingly.

(2) Having previously given a specific presentation in the microteaching situation and having revised the presentation, the student will repeat the microteaching technique for the revised presentation with a new class.

Treatment:

Student will use a specific method in a presentation in a microteaching situation. He will watch replay on videotape and discuss, analyze and evaluate the observations and recordings of observer(s). Student will then revise the presentation accordingly and repeat the microteaching technique followed again by analysis, discussion and evaluation with observer(s) as to recorded improvement.

Materials:

Allen, D. W. "Micro-Teaching, a New Framework for In-Service Education," *Partnership in Teacher Education*, Smith, E. B., *et al*. (Eds.) Harrison, C. H. "Teacher Teaches Himself via Lab Replay."

Evaluation:

Demonstration of repeated technique by student in a microteaching situation and observed by trained observer(s) as to the quality of change in repeated performance.

Number: 2004 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Participation in Microteaching

Target Populations: Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

The student will use microteaching situations to determine the level at which a concept or skill would best be taught by presenting the concept or skill to elementary student groups at various levels and observing the degree of mastery of the skill or concept by each group, using a post-test, the record of behaviors, videotape replay or other techniques.

Treatment:

Student will teach a specific concept or skill in a microteaching situation to elementary student groups of various levels. Student will then observe the degree of mastery of the concept or skill by each group using a post-test, record of observations, videotape etc. and thus determine at which level most success occurred, with discussion by students, and observers.

Materials:

Amidon, E. J. "Analysis Techniques in Teaching," *Partnership in Teacher Education*, Smith, E. B. *et al*. (Eds.) Allen, D. W. and Fortune, J. C., *An Analysis of Micro-Teaching: A New Procedure in Teacher Education.*

Videotape if possible, test materials.

Evaluation:

As a result of above activity the student will predict at which level a specific concept or skill should best be taught to elementary students. Student will then teach new group of elementary school students at various levels and determine if prediction is accurate by utilizing post-test, record of observation, conferences, etc. Instructor observation.

Number: 2005 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Participation in Microteaching

Target Population: In-S.

Behavioral Objectives: 2

(1) In addition to the general objective for pre-service teachers, the student will use microteaching as a technique to gain skill in implementing new teaching methods, concepts, skills, etc., to predict the instructional level of specific subject matter , and to evaluate the effectiveness of the methods, concepts, etc., utilized.

(2) Given a new teaching method the student will use the microteaching technique to determine the effectiveness of the use of the new method with respect to elementary students' mastery of basic skills.

Treatment:

Student will teach a basic skill in a microteaching situation and evaluate the effectiveness of this teaching through the use of post-test, recorded observations, videotape etc. Student will teach same basic skill to another group of elementary students "equal in ability, etc." using new technique and again evaluate results with above methods. Student will evaluate results of both sets of results in discussion with observers and instructors.

Materials:

Allen, D. W. "Micro-Teaching, a New Framework for In-Service Education," *Partnership in Teacher Education*, Smith, E. B. *et al*. (Eds.) Amidon, E. J. "Analysis Techniques in Teaching," *Partnership in Teacher Education*, Smith, E. B. *et al*. (Eds.)

Evaluation:

Observation of microteaching by trained observers and instructor evaluation of the microteaching and written report.

Number: 2008 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Microteaching

Topic: Participation in Microteaching

Target Population: Admin., Supp.

Behavioral Objectives: 1

The student will arrange microteaching situations for experienced teachers seeking employment and will determine the effectiveness of the teacher based on the recorded observations of teacher and elementary student behaviors and on the videotape replay (if available).

Treatment:

The student will be required to arrange a microteaching situation for an experienced teacher (role playing if necessary) and will record teacher and elementary students' behaviors. The student will then evaluate the effectiveness of the teacher based upon his observations and replay of the videotape. This procedure may be repeated if necessary.

Materials:

Allen, D. W. "Micro-Teaching, a New Framework for In-Service Education," Partnership in Teacher Education, Smith E. B. *et al*. (Eds.)
Videotape.

Evaluation:

Demonstration by student, instructor observation and conference.

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RESEARCH IN EDUCATIONAL TECHNOLOGY

Number: 2101 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Research in Educational Technology

Topic: Preliminary Study

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 2

(1) Given a specific training need in his field and a specific target population, the student will locate existing research on the use of media. He will design an instructional system using appropriate instructional media based on the results of existing research. He will implement this system in a classroom, test its effectiveness, and make appropriate revisions.

(2) When instructed to identify reference works that contain results of research on the use of educational media in elementary education, the student will identify the following:

a. Audiovisual Communication Review
b. Review of Educational Research
c. Encyclopedia of Educational Research
d. Handbook of Research on Teaching.

Treatment:

The student will attend a presentation by an instructor which introduces him to the topic. As an individual study assignment the student will write a short critique of a research report from each of the sources introduced by the instructor.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Lumsdaine, A. A. "Instruments and Media of Instruction."

Reference works, instructor's notes and handouts.

Evaluation:

The student's written reports will be submitted for evaluation.

Number: 2102 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Research in Educational Technology

Topic: Preliminary Study

Target Population: Pre-S., Elem., In-S., C/U, Admin., Supp.

Behavioral Objectives: 1

The student will identify organizations and institutions that will research questions related to educational media and teaching. Those identified should include:

a. Michigan-Ohio Regional Educational Laboratory
b. Clearinghouse for Federal, Scientific and Technical Information
c. Defense Documentation Center
d. ERIC Center for Educational Media and Technology.

Treatment:

In an individual study carrel, the student will study a programed audio-tutorial presentation which will introduce the student to the organization or institutions and to the kind, type and cost of the services provided. The student will submit a question of genuine concern to one of the organization and use the references and other information provided in preparing an instructional unit for a particular group of pupils.

Materials:

Brown, J.; Lewis, R.; and Harcleroid, F. AV Instructional Materials and Methods.

The student will need an individual study carrel equipped with audio visual presentation devices, an audio-tutorial program and a teaching assignment.

Evaluation:

Teacher-made exam.

Number: 2103 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Research in Educational Technology

Topic: Preliminary Study

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) Given a specific instructional need in his field and a specified target population, the student will construct a bibliography of relevant research sources.

(2) Given a specific instructional problem in his field and a specific use of media the student will locate more than one set of published research results. The student will identify those variations that would account for the different results.

Treatment:

Using the organizations and institutions mentioned in Specification No. 2102 and the facilities of local institutions, the student will carry out the individual studies assignment under the guidance of the instructor. It is expected that the student will make full use of reference librarians and any information storage and retrieval system which may be at his disposal.

Materials:

Goodlad, J.; O'Toole, J.; and Tyler L. Computers and Information Systems Education.

Library facilities which contain all of the ERIC documents, reference librarian, instructor, information storage and retrieval system.

Evaluation:

The bibliography, requested above and written reports.

Number: 2104 --

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Research in Educational Technology

Topic: Basing the System on Research

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) Given the assignment to determine the most effective use of mediated instruction for a specific instructional problem in his field, the student will select the form of mediated instruction most likely to accomplish his objective based on the existing results of relevant research.

(2) Given a decision on the types of mediated instruction to be included in a system designed to meet specific instructional needs, the student will evaluate the appropriateness of the selected media, based on the results of the listed research studies.

Treatment:

In dealing with these two closely related tasks, the student will do extensive individual readings in the educational media research literature, summarize and synthesize the findings in order to make the decisions required. Case studies with extensive amounts of data can be used to help the student learn to make decisions. A computer could assist in the instruction of the student while he is working with the case studies.

Materials:

Briggs, L. et al. Instructional Media.

Resource materials, computer, reference works, case studies with the data on a computer.

Evaluation:

Written reports. Instructor-student conferences.

Number: 2105 ---

Context: EDUCATIONAL TECHNOLOGY

Major Subject Area: Research in Educational Technology

Topic: Basing the System on Research

Target Population: In-S., C/U, Admin., Supp.

Behavioral Objectives: 3

(1) Given an instructional need in a specified field for a specified target population, and existing instructional sequence, and a new instructional system proposed to more adequately meet the need, the student will:
  a. use research results to evaluate the appropriateness of media to be included in the system
  b. use research results to evaluate the validity of proposed student gain
  c. make a decision on whether to implement the new system based on proposed student gain and cost.

(2) Given a film that is a part of a system designed to meet an instructional need, and a list of sources from which the system was designed, the student will evaluate the instructional system based on:
  a. the appropriateness of media selected for the particular subject matter presented in the film
  b. the appropriateness of media selected for the particular target population shown in the film, and
  c. the effectiveness of the sequencing of the teaching techniques included in the total system.

(3) Given a training need in a specified field for a specified target population and new system being tested to evaluate its success in meeting that need, the student will use cost analysis data to evaluate the proposed revisions.

Treatment:

In an on-the-job setting the student will select individual instructional systems for analysis and revision. He will use all of the resource persons available either in his school or at the college or university to carry out these individual study projects. Careful tutoring by an individual instructor will be required.

Materials:

Heinich, R. Instructional Technology and Instructional Management.
Resource persons, instructors competent in research methodology.

Evaluation:

Instructor observation and written reports of research studies.

BIBLIOGRAPHY FOR RESEARCH ON EDUCATIONAL TECHNOLOGY

1. *AV Communication Review*, Volumes 1-15, 1953-1968. Published by Department of AudioVisual Instruction of the NEA. (Note: See especially the abstracts of the Title VII B Media Research reported in AVCR's.)

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4. Briggs, Leslie J., *et al*. *Instructional Media: A Procedure for the Design of Multi-Media Instruction, A Critical Review of Research and Suggestions for Future Research*. Pittsburgh: American Institutes for Research, 1967.

5. Carpenter, C. R. "Approaches to Promising Areas of Research in the Field of Instructional Television," *New Teaching Aids for the American Classroom*. Stanford, 1960, 73-95.

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12. Hoban, Charles F., Jr. "The Usable Residue of Educational Film Research," *New Teaching Aids for the American Classroom*. Schramm, Wilbur (Ed.). Stanford: Institute for Communication Research, 1960. Reprinted in 1962 by U. S. Department of Health, Education, and Welfare, OE-34020.

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16. Lumsdaine, A. A. and Glaser, Robert. *Teaching Machines and Programmed Learning*. Washington, D. C.: National Education Association, 1961.

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18. Lumsdaine, A. A. "Educational Technology, Programmed Instruction, and Instructional Services," *Theories of Learning and Instruction*. Sixty-third Yearbook of the National Society for the Study of Education. Chicago: The Society, 1964, p. 36.

19. Lumsdaine, A. A. "Instruments and Media of Instruction," *Handbook of Research on Teaching*. Gage, N. L. (Ed.). Chicago: Rand McNally and Co., 1963, 583-682.

20. "Media Competencies for Teachers, A Project to Identify Competencies Needed by Teachers in the Use of the Newer Media and Various Approaches to Achieving Them." Directed by Wesley Meierhenry, Teachers College, University of Nebraska, Lincoln, Nebraska, April 1, 1965, to March 31, 1966. Final report to the Office of Education, U. S. Department of Health, Education, and Welfare.

21. Ofiesh, Gabriel D. and Meierhenry, Wesley C. (Eds.). *Trends in Programmed Instruction*. Papers from the first annual convention of the National Society for Programmed Instruction. Washington, D. C.: National Education Association, 1964.

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24. Ryans, David G. "Systems Analysis in Educational Planning," TM, 1968. Unpublished paper of the System Development Corporation, Santa Monica, California, July, 1964.

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EDUCATIONAL

SPECIFICATIONS

FOR

CONTEMPORARY

LEARNING-TEACHING

PROCESS

CONTEXT--CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Areas:	Specification Numbers:
1. Cognitive Domain	3089-3122, 3143
Topics: 1. Theories of Concept Learning	3089-3092, 3143, 3093
2. Concept Formation	3094-3111
3. Problem Solving	3112-3115, 3120-3122
4. Creativity	3116-3119
2. Affective Domain	3078-3088
Topics: 1. Attitudes and Values	3078-3084
2. Personality Integration	3085-3088
3. Social Learning (Including Psychomotor Domain)	3123-3142
Topics: 1. Social Skills	3123-3134
2. Psychomotor Skills	3135-3142
4. Basic Behavioral Operations	3001-3036
Topics: 1. Reinforcement	3001-3007, 3030, 3033, 3035
2. Extinction	3008-3016, 3031
3. Punishment	3017-3021, 3032
4. Schedules of Reinforcement	3022-3029, 3034, 3036
5. Contingency Management	3037-3068
Topics: 1. Premack Principles	3037-3038
2. Successive Approximations	3039-3041
3. Task and Reinforcing Event Areas	3042-3045
4. Reinforcing Event Menu	3046-3047
5. Contract Apron	3048
6. Techniques for Automatic Contingency Management Generation	3049
7. Contingency Contracting	3050-3063
8. Progress Checks	3064-3068
6. Self-Management	3069-3077
Topics: 1. Self-Contracting	3069-3072
2. Contiguity Principle Applied to Self-Management	3073-3075
3. Elimination of Undesirable Behavior	3076
4. Coverant Control	3077

Number: 3089 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Theories of Concept Learning

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will define concept.
(2) The student will describe two major functions of concepts in human behaviors.

Treatment:

The student will read the listed source materials. Lecture and discussion on concepts and their functions in human behavior.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities.
Bruner, J. S.; Goodnow, J.; and Austin, G. A Study of Thinking.

Evaluation:

Evaluation will be based on a teacher-made multiple-choice examination.

Number: 3090 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Theories of Concept Learning

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will list the four main stages in the development of intelligence according to Piaget.
(2) The student will list the behaviors to be expected in a child in the Sensorimotor stage of development.
(3) The student will describe the major characteristics of the Pre-operational thought stage of development.
(4) The student will describe mathematical behaviors that may be expected of pupils in the Concrete Operations stage of development.

(5) The student will describe behaviors typical of the Formal Operation stage of development.

Treatment:

The student will read the listed source materials. Lecture on Piaget's stages of development. Film of infant behavior. Demonstration of child behaviors in Pre-operational, Concrete Operations, Formal Operations stages. Discussion.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Flavell, J. H. The Developmental Psychology of Jean Piaget. Baldwin, A. L. Theories of Child Development. Sigel, I. E. and Hooper, F. H. (Eds.) Logical Thinking in Children.

Evaluation:

Evaluation based on teacher-made multiple-choice examination.

Number: 3091 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Theories of Concept Learning

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 4

(1) The student will demonstrate knowledge of the three stages of development according to Bruner.
(2) The student will describe behaviors associated with each of Bruner's stages of development.
(3) Given a list of typical pupil behaviors in, say, mathematics, the student will identify the stage of development to which they are the most appropriate.
(4) The student will identify Bruner as the author of the statement "any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

Treatment:

The student will read the listed source materials. Lecture and discussion on Bruner's stages of development, with implications for readiness and teaching. Demonstrations of child's behavior illustrating Bruner's stages.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Bruner, J. S. et al. Studies in Cognitive Growth. Bruner, J. S. The Process of Education.

Materials for demonstrations with children.

Evaluation:

Teacher-made examination.

Number: 3092 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Theories of Concept Learning

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will demonstrate knowledge of Klausmeier's principles for teaching factual information.
(2) The student will demonstrate knowledge of Klausmeier's principles for aiding concept learning.

Treatment:

The student will read the listed source materials. The student will prepare a written assignment, illustrating the use of Klausmeier's principles in teaching a selected bit of factual information and a selected concept from his area of specialization. He will present an oral report to the class on his assignment.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities.

Evaluation:

Evaluation will be based on the student's written report.

Number: 3143 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Theories of Concept Learning

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 4

(1) The student will describe the value of concepts.
(2) The student will describe the necessary conditions for concept learning.

(3) The student will demonstrate Gagne's eight types of learning.

(4) The student will describe behaviors typical of each of Gagne's eight types of learning.

Treatment:

The student will read the listed source materials.

Lecture and discussion on Gagne's view of concept learning. As small-group assignments, students will present role-playing demonstrations of each of Gagne's eight types of learning.

Materials:

Gagne, R. M. The Conditions of Learning.

Evaluation:

Teacher-made examination on Gagne's types of learning. Evaluation of student's demonstrations.

Number: 3093 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Theories of Concept Learning

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) Define retroactive inhibition.

(2) Define proactive inhibition.

(3) The student will identify areas from his academic discipline in which retroactive and proactive inhibition are likely to create difficulties for elementary pupils.

Treatment:

The student will read listed source materials. Lecture and discussion on retroactive and proactive inhibition. Each student will prepare for oral report describing three areas of his specialization where retroactive and proactive inhibition will create difficulties for elementary school pupils.

Materials:

Deese, J. and Hulse, S. H. The Psychology of Learning. Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Bugelski, B. R. The Psychology of Learning Applied to Teaching.

Evaluation:

Evaluation based on the student's oral report.

Number: 3094 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will define concept.
(2) The student will define class.
(3) The student will define discrimination between classes.
(4) The student will define generalization within a class.
(5) The student will define stimulus generalization.

Treatment:

Lecture will be used to present definition of terms; concept, class, discrimination, generalization, stimulus generalization. Each will be illustrated with examples and non-examples. The student will read source materials, and will prepare a written assignment in which he will define each term and present examples.

Materials:

Klausmeier, H. J. and Harris, C. W. (Eds.) Analyses of Concept Learning. DeCecco, J. P. The Psychology of Learning and Instruction.

Evaluation:

Teacher-made multiple-choice examination will be given. The student will be asked to identify appropriate definitions and examples of the above concepts.

Number: 3095 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Given the instruction to describe the criteria to be applied in determining whether a concept has been learned, the student will include:

a. generalization within a class
b. discrimination between classes.

Treatment:

Lecture and discussion on criteria for assessing concept learning. Criteria will be applied to examples of concept learning in small group sessions; this will include both generalization within a class and discrimination between classes. The student will read source materials.

Materials:

McDonald, F. J. Educational Psychology. Gagne, R. The Conditions of Learning.

Evaluation:

Teacher-made multiple-choice examinations will be given. The student will demonstrate his understanding of the use of the criteria of concept learning (in contrast to defining alone, use of positive examples alone, and so on.)

Number: 3096 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will identify the major techniques in discrimination training as:
   a. reinforcement in the presence of the discriminative stimulus
   b. extinction in the presence of the non-discriminative stimulus.

(2) The student will identify two methods of gaining stimulus control of behavior as:
   a. training on a single discrimination
   b. simultaneous conditioning of different responses to different discriminative stimuli.

(3) The student will describe how stimulus generalization may be reduced by sharpening stimulus discrimination.

Treatment:

The student will read source materials. Lecture and discussion on reinforcement and extinction techniques, and on methods for gaining stimulus control. In role-playing sessions, students will practice identifying discriminative and non-discriminative stimuli in concept learning, and applying reinforcement or extinction techniques. As a written assignment, students will give examples of the methods of stimulus control.

Materials:

Deese, J. and Hulse, S. H. The Psychology of Learning. Keller, F. S. Learning: Reinforcement Theory. Travers, R. Essentials of Learning.

Evaluation:

Teacher-made multiple-choice examination to test for understanding of concepts, methods, and techniques in discrimination training and stimulus control. Observation of role-playing sessions. Evaluation of written assignment.

Number: 3097 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will describe the importance of the non-discriminative stimulus in discrimination training.
(2) The student will select concepts from his area of specialization and identify discriminative stimuli and non-discriminative stimuli for each.

Treatment:

The student will read source materials. Group discussion of the role and importance of the non-discriminative stimulus in discrimination training. As a written assignment, each student will select five concepts from area of specialization, and identify discriminative and non-discriminative stimuli for each. Each student will report on a concept from his written assignment to the class, followed by group questions and discussion.

Materials:

McDonald, F. J. Educational Psychology. National Society for the Study of Education. Child Psychology.

Evaluation:

Evaluation based on written and oral reports on identification of discriminative and non-discriminative stimuli for selected concepts.

Number: 3098 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Given a series of typical classroom explanations-instruction strategies the student will rewrite them so as to make explicit the discrimination to be taught.

(2) The student will identify a series of typical classroom explanation-instruction strategies prevalent in his area of specialization and rewrite them so as to make explicit the discrimination to be taught.

Treatment:

The student will familiarize himself with the typical classroom strategies provided. Group discussions will be used to analyze and evaluate the strategies; the students will identify the concepts directly or implicitly involved, as well as the areas in which discriminations between concepts are to be taught. As a written assignment, the student will select three typical classroom explanation-instruction strategies from his area of specialization, identify the concepts and state the discriminations to be taught.

Materials:

Siegel, L. (Ed.) Instruction: Some Contemporary Viewpoints.

Selected classroom instructional strategies as source material, duplicated for distribution.

Evaluation:

Evaluation will be based on the written assignment.

Number: 3099 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 3

(1) Given a list of responses relating to a specific topic the student will analyze the potential of each for discriminating or generalizing that concept.

(2) The student will select concepts from his area of specialization and identify responses that will demonstrate the ability of an elementary student to generalize and discriminate about each concept.

(3) The student will describe methods of generalizing concepts from area of specialization.

Treatment:

Students will examine the provided lists of children's responses in relation to selected topics. In group discussion, individual responses will be analyzed in terms of its bearing on generalization or discrimination of the concept. The student will read source material on concept generalization. As a written assignment, the student will select three concepts from his area of specialization and for each describe methods of generalization, and list responses which would indicate the ability of the elementary student to generalize or discriminate the concept.

Materials:

Travers, R. Essentials of Learning. Siegel, L. (Ed.) Instruction: Some Contemporary Viewpoints.

Audio recording of children's responses to specific topics. Transcribed listing of these responses, duplicated for distribution.

Evaluation:

Evaluation will be based on the written assignment.

Number: 3100 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

The student will construct a discrimination and generalization strategy for a non-verbal concept and teach the concept to a group of elementary students.

Treatment:

As a written assignment, the student will select a non-verbal concept related to his area of specialization; he will identify discriminative and non-discriminative stimuli, and will plan for appropriate reinforcement of responses; he will state explicitly the kind of pupil responses which will be considered as generalizing or discriminating, and will state the criteria for assessing concept learning. The student will incorporate the foregoing into a plan or strategy for teaching the concept. The student will have a consultation with the instructor regarding the plan; he will carry out the strategy with an elementary school group and assess the amount of learning.

Materials:

Siegel, L. (Ed.) Instruction: Some Contemporary Viewpoints.

Reference books and supplementary sources in area, in addition to previously assigned readings in concept formation.

Evaluation:

Evaluation of the written instructional strategy will be carried out in consultation with the student. The teaching activity will be evaluated by observation and by the student's self-appraisal.

Number: 3101 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: In-S., C/U

Behavioral Objectives: 1

The student will identify typical classroom explanation-instruction strategies that he has used and rewrite them so as to make explicit the discrimination to be taught.

Treatment:

As an individual assignment, the student will select three of his own classroom strategies. He will identify the relevant concepts and the discriminations which are to be learned. He will rewrite the strategies, planning for reinforcement of the discriminative stimuli. The student will report on one of his strategies to the group for discussion and questions.

Materials:

Reference books and supplementary sources in area.

Evaluation:

Evaluation will be based on the written assignment.

Number: 3102 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: In-S.

Behavioral Objectives: 1

Given a case study of the methods employed by a teacher in developing a concept, the student will evaluate them and recommend appropriate changes that implement the techniques of generalization, discrimination, and concept consolidation.

Treatment:

The student will familiarize himself with the case study provided. Group discussion will be used for evaluating the methods used and suggesting changes.

Materials:

Case study of teacher's methods of concept teaching, duplicated for distribution.

Evaluation:

Evaluation will be based on observation of the group discussion, and on essay examination relative to the case study.

Number: 3103 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: In-S.

Behavioral Objectives: 1

The student will prepare remedial sequences in given subject area utilizing the techniques of concept formation with teaching aids, administer the sequences to a group of elementary school pupils and evaluate their effectiveness.

Treatment:

Lecture and discussion on the use of teaching aids in concept formation. As an individual assignment, the student will prepare two strategies for remedial teaching of a concept using teaching aids. The student will have a consultation with the instructor regarding the planned strategies. The student will carry out the plans with a group of elementary school pupils, and will assess the amount of concept learning.

Materials:

Demonstration of various teaching aids; feltboard, filmstrip, projection equipment, etc. Reference books and supplementary sources in area.

Evaluation:

Evaluation will be based on the written assignment, and on observation or self-report of the teaching activity.

Number: 3104 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Admin.

Behavioral Objectives: 1

The student will observe a classroom situation and evaluate the effectiveness of the use of techniques for concept formation.

Treatment:

Class will observe a video recording of an actual classroom situation with teaching of a concept going on. Evaluation of the techniques will be carried out in group discussion. As an individual assignment, the student will observe two classroom teaching situations, and prepare an evaluation report on the effectiveness of techniques directed toward concept formation.

Materials:

Video recording of classroom concept-teaching situation.

Evaluation:

Evaluation will be based on the student's individual written assignment.

Number: 3105 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Admin.

Behavioral Objectives: 1

The student will prepare an explanation of the techniques of concept formation for:

a. teachers in his school
b. parents.

Treatment:

The student will review sources dealing with techniques of concept formation. As an individual assignment, he will prepare an outline of his explanation of techniques of concept formation for:

1. teachers, and
2. parents.

In small group role-playing sessions, he will present his explanations.

Materials:

Reference books and supplementary sources in area, in addition to previously assigned readings in concept formation.

Evaluation:

The student will demonstrate the effectiveness of his explanations in role-playing sessions.

Number: 3106 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: Admin.

Behavioral Objectives: 1

The student will demonstrate his ability to introduce new concepts of teaching to teachers utilizing the techniques of concept formation. The introduction should include:

a. teaching aids
b. active responding
c. criteria for determining whether the concept has been learned.

Treatment:

Lecture and discussion on the use of teaching aids in concept formation. As an individual assignment, the student will select a new concept of teaching which he feels would be of value to teachers in his school; he will prepare a written plan for teaching this concept including teaching aids; he will specify kinds of teacher responses which will indicate discrimination and generalization, as well as criteria for concept learning. The student will have a consultation with an instructor regarding the plan. He will present the concept to teachers in his school, and evaluate the concept learning.

Materials:

Demonstrations of various teaching aids; feltboard, filmstrip, projection equipment, etc.

Evaluation:

Evaluation will be based on the written plan for concept teaching. The student's teaching performance will be evaluated by observation.

Number: 3107 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: C/U

Behavioral Objectives: 2

(1) The administrator will evaluate the criteria employed by his college for assessing students. He will recommend methods of improving these criteria.

(2) The administrator will devise strategies for requiring his staff to demonstrate their ability to implement new methods of teaching and testing in the college.

Treatment:

The administrator will conduct a workshop for his staff in which innovative methods of teaching and testing in college are evaluated in terms of present procedures. Those methods which seem relevant to the program will be incorporated in research designs and conducted by the staff.

Materials:

Skinner, B. F. The Technology of Teaching. Goldman, L. Using Tests in Counseling.

Examples of tests, criteria presently employed for assessing students, resource specialists.

Evaluation:

The administrator will describe the nature of the changes made as a result of the workshop and report the findings of the research initiated by the workshop.

Number: 3108 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: C/U

Behavioral Objectives: 1

Given requests for course changes the administrator will evaluate them in the context of:

a. present course

b. other dependent courses
c. assessment methods

Treatment:

The administrator will develop criteria for assessing course changes which includes:
(1) a procedure for determining how the changes assist in the achievement of the overall objectives of the total program,
(2) a method for discerning how the changes may be behaviorally described, and
(3) a means for determining the foundational knowledge and skill essential to the proposed changes.

Materials:

Source materials concerning curriculum design, development of behavioral objectives and testing procedures. Descriptions of the overall objectives of the program, as well as a description of the objectives and assessment methods of each component of the program.

Evaluation:

Expert and self appraisal of the usefulness of the criteria developed in case studies or actual situations.

Number: 3109 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: C/U

Behavioral Objectives: 1

The instructor will evaluate his existing testing procedures and justify or revise the procedures in light of the effectiveness with which they measure the student's ability to make the discriminations taught.

Treatment:

Instructor will locate and organize relevant criteria for evaluating testing procedures. Existing testing procedures for one course taught by the instructor will be examined in the light of the criteria. Components of the procedure will be revised or justified on the basis of the criteria.

Materials:

Lindvall, C. M. *Measuring Pupil Achievement and Aptitudes*.
Instructor's list of objectives and tests.

Evaluation:

Revisions and justifications of procedures will be jointly examined by an expert in testing and a panel of peers. Instructor will appraise the effectiveness of revised procedures in class situation.

Number: 3110 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will prepare a seminar on the testing of concept for presentation to the graduate students in his department.

(2) the instructor will evaluate the testing procedures used by the graduate students in his department and recommend improvements.

Treatment:

The instructor will determine objectives to be achieved in the seminar, assemble materials, organized for seminar presentation and prepare appropriate exemplary testing procedures for the graduate students. Graduate students will be divided into work groups; each of which, under the direction of the instructor, will evaluate and revise where needed the testing procedures being used by the graduate students.

Materials:

Anactasi, A. (Ed.) *Testing Problems in Perspective*. Lindvall, C. M. *Measuring Pupil Achievement and Aptitude*.

Evaluation:

Appraisal of tests scores of graduate students at the conclusion of seminar, performance in work groups and effectiveness of revisions in classroom situations will be used to evaluate seminar presentation and evaluation of procedures.

Number: 3111 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Concept Formation

Target Population: C/U

Behavioral Objectives: 1

Given a list of further requirements for courses to be taught the instructor will evaluate them. Where they lack the specific information required for implementation the instructor will prepare a set of questions designed to obtain this information.

Treatment:

The instructor will: (1) locate and familiarize himself with information on the preparation of behavioral objectives, (2) develop a statement describing the nature of information essential to the writing of behavioral objectives, (3) analyze course requirements and determine if sufficient information is provided for the development of behavioral objectives, and (4) through questioning obtain additional information needed

Materials:

Taber, J. I.; Glaser, R.; and Schaefer, H. H. Learning and Programmed Instruction. Mager, R. F. Preparing Objectives for Programmed Instruction.

Evaluation:

Instructor will utilize information obtained in the preparation of sample behavioral objectives which fulfill the further requirements of his course.

Number: 3112 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: Pre-S., Elem., In-S., C/U, -- Admin. (Obj. 1 only)

Behavioral Objectives: 4

(1) The student will define and compare inductive and deductive behavior.

(2) Given the materials for a specified level of elementary instruction, the student will structure those materials in a manner appropriate to teaching:
- a. inductive behavior
- b. deductive behavior.

(3) Given the instruction to teach inductive and deductive behaviors, the student will:
- a. select appropriate materials
- b. present those materials in a simulated classroom situation
- c. evaluate the results.

(4) The student will teach inductive and deductive behaviors through:
- a. preparation of appropriate materials
- b. presentation of those materials in an elementary classroom
- c. evaluation of the results.

Treatment:

Lecture-Demonstration of inductive-deductive behavior. Students will role play and simulate inductive and deductive teaching techniques. Videotape of role playing will be used followed by group discussion and analysis of such simulated teaching.

Materials:

DeCecco, J. P. The Psychology of Learning and Instruction: Educational Psychology. Schulman, L. and Keislar, E. Learning by Discovery.
Videotape equipment.

Evaluation:

Teacher-made examination and observation of simulated inductive and deductive teaching.

Number: 3113 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will define heuristics.
(2) The student will identify steps involved in problem solving and compare various models for problem solving.
(3) Given a problem to solve, the student will apply questions and suggestions of a problem solving model and describe the answers or insights provided by each.
(4) Given a method of problem solving, the student will:
  a. identify an appropriate problem
  b. select appropriate instructional materials
  c. present those materials in a simulated classroom situation
  d. evaluate the results.
(5) The student will teach a method of problem solving through:
  a. identifying an appropriate problem
  b. preparing and presenting instructional materials
  c. evaluating the results.

Treatment:

Lecture and discussion of the meaning of heuristics, models of problem solving and the steps involved in problem solving. Laboratory sessions to solve problem situations followed by self analysis and group discussion of steps carried out. The student will participate in demonstrations, discussion and application of problem solving method by teaching a method of problem solving:
(1) in role playing situation involving peers,
(2) micro teaching situation.

Materials:

McDonald, F. J. Educational Psychology. DeCecco, J. P. The Psychology of Learning and Instruction: Educational Psychology.

Series of graded relevant problems constructed for lab use; videotape equipment, audio-visual film to demonstrate problem solving.

Evaluation:

Teacher-made tests to evaluate understanding of heuristics, steps in problem solving and methods in problem solving. Observation of simulated teaching and micro-teaching to assess application of problem solving methods.

Number: 3114 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: Pre-S., Elem., In-S., C/U -- Admin. (Obj. 1 and 2 only)

Behavioral Objectives: 3

(1) The student will describe the affects of schedules of reinforcement on problem solving in regard to student motivation.

(2) Given classroom case histories which illustrate the application of schedules of reinforcement to problem solving behaviors, the student will identify:

a. the type of schedule utilized in each case
b. the effect of each schedule on the problem solving behaviors of the students.

(3) The student will utilize schedules of reinforcement to teach problem solving skills in the elementary classroom.

Treatment:

Lecture-Discussion of effects of reinforcement. Case conferences analyzing various case studies which utilized different reinforcement schedules in problem solving. Preparation and application of a plan for using schedules of reinforcement in teaching problem solving in a classroom.

Materials:

Bugelski, B. R. The Psychology of Learning Applied to Teaching.
Collection of case studies.

Evaluation:

Teacher-made test. Analysis of case studies. Observation of teaching.

Number: 3115 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: Pre-S., Elem., In-S., C/U -- Admin. (Obj. 1 and 2 only)

Behavioral Objectives: 4

(1) The student will describe a matrix and the function of matrices in the problem solving.

(2) Given a problem the student will construct an appropriate matrix and list the possible solutions generated.

(3) Given the instruction to teach the use of a matrix as a problem solving technique, the student will:
  a. identify an appropriate problem
  b. prepare and present appropriate materials in a simulated classroom situation.
  c. evaluate the results.

(4) As an intern the student will teach the use of a matrix through:
  a. identification of an appropriate problem
  b. preparation and presentation of instructional materials to elementary students
  c. evaluating the results.

Treatment:

Lecture and discussion of the definition of matrix and the function of matrices in problem solving. Laboratory sessions in which small groups of students construct a matrix for a given problem situation. Sample matrices will be discussed in terms of the possible solutions generated. Each student will prepare to teach the use of a matrix to elementary students. The lesson will be presented to peer group for evaluation and needed modification made prior to presentation to elementary pupils.

Materials:

Skinner, B. F. The Technology of Teaching. Polya, G. How to Solve It. Series of graded relevant problems for laboratory use. Student selected materials for presentation.

Evaluation:

Teacher-made tests. Observation of teaching situations.

Number: 3120 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: In-S.

Behavioral Objectives: 3

(1) The student will guide an intern in the selection of materials and teaching of problem solving procedures.
(2) The student will teach the basic problem solving procedures to the elementary pupils in his classroom and evaluate the effectiveness of the procedures.
(3) The student will write a statement explaining problem solving procedures to:
  a. other teachers
  b. his administrator
  c. other interested persons.

Treatment:

The student will prepare to teach basic problem solving procedures to elementary pupils. Prior to teaching the student will discuss his plan with an intern and prepare the intern to observe the teaching demonstration. Following the teaching the student and intern will evaluate the procedure, and the intern will be assisted in preparing to teach basic problem solving procedures to a different group of pupils. Following the two demonstrations the student and intern will jointly prepare a statement explaining problem solving procedures.

Materials:

Appropriate materials cited under Pre-Service objectives.

Evaluation:

Observation of teaching performance and written statement.

Number: 3121 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: C/U

Behavioral Objectives: 3

(1) Given the requirement to apply a method of problem solving at a university level, the instructor will:
  a. identify an appropriate problem in his area of specialization
  b. prepare appropriate instructional materials.
(2) The instructor will write a report describing possible applications and advantages of a method of problem solving in a university classroom situation.
(3) The instructor will prepare a report explaining problem solving procedures and evaluating the effectiveness of these procedures in a university classroom situation.

Treatment:

(1) In consultation with the area specialist, the instructor will identify a problem situation in his area of specialization.
(2) He will apply a method of problem solving to the situation and prepare a report describing the advantages of the methods applied in solving the situation.
(3) The instructors in a class discussion will summarize the results of their experiences in (1) and (2) in terms of explaining problem-solving procedures and evaluating their effectiveness in university situation.

Materials:

Skinner, B. F. The Technology of Teaching. Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Polya, G. How to Solve It.

Evaluation:

Written report. Conference.

Number: 3122 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Problem Solving

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe a schedule of reinforcement commonly used in a university classroom situation.

Treatment:

Each instructor will observe a peer's class and record aspects of the observation pertaining to a schedule of reinforcement. In group discussion the results of observations will be analyzed to describe the commonly observed schedule of reinforcement used.

Materials:

Appropriate background reading. Observation.

Evaluation:

Observation of discussion group.

Number: 3116 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Creativity

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 5

(1) The student will describe methods of encouraging elementary pupils to be creative in many media.
(2) The student will describe traditional teaching methods that inhibit divergent production in elementary pupils.
(3) The student will select an appropriate area from his own academic discipline and describe how he would encourage divergent production within that area.
(4) The student will describe methods of encouraging continuing creative expression in elementary pupils.
(5) The student will describe methods of encouraging productivity in elementary pupils.

Treatment:

The student will read listed source materials. The student will collect examples of elementary school creative products in various media for inspection by the group. The students will observe a videotape recording of classroom activity, and will analyze where creativity has been encouraged or inhibited. The student will present role-playing demonstrations of teaching methods which encourage creative expression and production. The class will hold a brain-storming session on methods for encouraging creativity in the classroom.

Materials:

Torrance, E. P. *Guiding Creative Talent*. Torrance, E. P. *Rewarding Creative Behavior*. Miel, A. (Ed.) *Creativity in Teaching*. Parnes, S. J. and Harding, H. F. (Eds.) *A Source Book for Creative Thinking*. Gowan, J. C.; Demos, G. D.; Torrance, E. P. (Eds.) *Creativity: Its Educational Implications*.

Evaluation:

Student's role-playing demonstrations.

Number: 3117 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Creativity

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Given the instruction to list characteristics to be fostered and reinforced in the elementary pupil, the student will include; fluency, originality, flexibility.

(2) The student will list and describe the three stages through which a creative response is normally produced.

Treatment:

The student will read the source materials listed. The student will examine measures of fluency, originality, flexibility. Given samples of pupil creative production, the class will rate them on fluency, originality, and flexibility. Lecture and discussion on stages of the crative process.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Gallagher, J. J. Teaching the Gifted Child. Gowan, J. C.; Demos, G. D.; and Torrance, E. P. (Eds.) Creativity: Its Educational Implications. Johnson, D. W. The Psychology of Thought and Judgement.
Samples of elementary school pupils' creative work.

Evaluation:

Evaluation based on teacher-made multiple-choice examination.

Number: 3118 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Creativity

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Given the instruction to list adjectives generally associated with creative individuals, the student will include; impulsive, sensitive, self-confident, unconventional.

(2) The student will describe characteristics of creative individuals that are likely to cause friction in the traditional elementary school.

Treatment:

The student will read the listed source materials. The students will observe (directly or by video recording) children designated as creative in a classroom situation. Discussion of observed characteristics and possible source of friction.

Materials:

Torrance, E. P. Guiding Creative Talent. Parnes, S. J. and Harding, H. F. (Eds.) A Source Book of Creative Thinking. Aschner, M. J. and Bish, C. E. Productive Thinking in Education.

Evaluation:

Evaluation will be based on a teacher-made examination.

Number: 3119 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Cognitive Domain

Topic: Creativity

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will describe the importance of encouraging creative productivity.
(2) The student will demonstrate knowledge of at least five principles for encouraging creativity.
(3) The student will describe the generalizations associated with each five principles.

Treatment:

The student will read the listed source materials. Discussion will focus on the importance of encouraging creative production, and on principles by which the encouragement may be applied.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Torrance, E. P. Rewarding Creative Behavior. Torrance, E. P. Guiding Creative Talent.

Evaluation:

Evaluation:

Evaluation based on teacher-made examination.

Evaluation based on teacher-made examination.

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AFFECTIVE DOMAIN

Number: 3078 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will define attitude.
(2) The student will define value.

Treatment:

The student will read and distinguish the similarities and the differences between attitudes and values. He will recognize some of the reasons for the variation in the definitions; such as,

(1) specificity versus generality in the attitudinal referent,
(2) the tendency to generalize the construct (attitude) to include other predispositions to respond, and
(3) underlying theoretical positions differ.

He will also list and define the dimensions of attitudes.

Materials:

Rhine, R. J. "A Concept-Formation Approach to Attitude Formation," Psychological Review. Mager, R. F. Developing Attitude Toward Learning. Shaw, M. E. and Wright, J. M. Scales for Measurement of Attitudes.

Evaluation:

Teacher-made tests.

Number: 3079 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will describe the behaviors that may be observed in a person having a positive attitude to, say, baseball.

(2) The student will describe the behaviors that may be observed in a person having a negative attitude to, say, mathematics.

Treatment:

The student will describe, in writing, behaviors that may be observed in a person having a positive attitude toward some social object. He will also list behaviors that may be observed in a person having negative attitude toward some specific object. He will address his comments to a description of the way in which the items of behavior in the list are similar and in what way they are different, and make special reference to approach-avoidance responses that appear to be associated to positive and negative attitudes.

Materials:

Observation of student.

Evaluation:

Written report.

Number 3080 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Given the instruction to list areas of observation in the analysis of approach-avoidance behaviors in learning, the student will write:

a. the instructor
b. instructional materials and devices
c. the physical environment
d. administrative rules and policies
e. the social environment.

Treatment:

The student will prepare a list of examples of pertinent behaviors in response to this question: In what way do the following elicit approach-avoidance behaviors in learning?

(1) the instructor
(2) the instructional materials and devices
(3) the physical environment
(4) administrative rules and policies
(5) the social environment

Materials:

Past experience of student to be drawn on, ability to generalize from previous readings.

Evaluation:

Written report.

Number: 3081 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of three categories of questions to be asked in each area of observation in an analysis of approach-avoidance conflicts in learning.

Treatment:

Following lecture, reading and class discussion, the student will prepare a list of three categories of questions to be asked in each area of observation in an analysis of approach-avoidance conflicts in learning.

Materials:

Mager, R. F. Developing Attitude Toward Learning.

Evaluation:

Teacher-made test.

Number: 3082 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of principles for facilitating attitude learning.

Treatment:

The student will list several principles for facilitating attitude formation. Give examples of situations in the school which may contribute to both negative and positive attitude acquisition. Present the list orally to small group for discussion.

Materials:

Cronbach, L. J. Educational Psychology. Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities.

Evaluation:

Oral report.

Number: 3083 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will select five values and five attitudes that he would encourage elementary pupils to develop and write a justification of his selection.

Treatment:

The student will select five values and five attitudes that he would encourage elementary pupils to develop, write a justification for his selection, and describe the method(s) by which he would attempt to accomplish the acquisition of such values and attitudes.

Materials:

Mouly, G. Psychology of Effective Teaching.

Evaluation:

Oral report. Discussion.

Number: 3084 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Attitudes and Values

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will state that accentuation of the positive consequences of learning and elimination of the negative consequences will increase the probability of an elementary pupil developing a positive attitude to learning.

Treatment:

The student will write a summary of the construct "attitudes," describing its significance in relationship to "learning" in the classroom, how positive attitudes toward learning can be enhanced in a class situation, and how values, such as, integrity, sense of personal worth, and human dignity, have some relationship to the overall objectives of education in America.

Materials:

Mager, R. Developing Attitude Toward Learning.

Evaluation:

Teacher conference.

Number: 3085 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Personality Integration

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will list four principles for encouraging personality integration.

(2) The student will describe methods of facilitating principles for encouraging personality integration in the classroom.

Treatment:

The student will define what is meant by personality integration. He should list principles for encouraging personality integration in the child, and will describe methods of facilitating these goals. Specific reinforcing procedures will be mentioned.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Bandura, A. and Walters, R. H. Social Learning and Personality Development.

Evaluation:

Written report.

Number: 3086 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Personality Integration

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 12

(1) The student will define group-concept.

(2) The student will state that a measure of pupil's group-concept is the aggregate of the sentences he says about the group.

(3) The student will identify pupil behaviors which indicate favorable group-concepts.

(4) The student will list and group the group-concept behaviors of elementary pupils during a specified period of time as they indicate attitudes towards such factors as:

    a. cultural differences
    b. school
    c. citizenship.

(5) The student will define life-concept.

(6) The student will state that a measure of pupil's life-concept is the aggregate of the sentences he says about the past, present, and future.

(7) The student will list statements appropriate to elementary pupils that demonstrate a favorable life-concept with regard to:

    a. the past
    b. the present
    c. the future.

(8) The student will list and group the life-concept statements made by elementary pupils during a specified period of time as they indicate attitudes towards such factors as:

    a. cultural differences
    b. school
    c. future goals.

(9) The student will define self-concept.

(10) The student will state that the aggregate of sentences a student says to himself and to others about himself is an important factor in the development of self-concept.

(11) The student will identify behaviors which indicate the development of favorable and unfavorable self-concepts in elementary pupils.

(12) The student will list and group the behaviors indicating the self-concepts of elementary pupils during a specified period as they indicate attitudes towards:

    a. cultural background
    b. school
    c. citizenship.

Treatment:

Using appropriate reading sources and lectures the student will develop acceptable definitions of self-concept, group-concept and life-concept. The student will observe video recordings of classroom and social situations and list pupil behaviors which indicate favorable self-, group- and life-concepts. The class will analyze the behavior identified and classify them according to the attitudes indicated by the individuals' behaviors.

Materials:

Appropriate readings and lecture including: Bandura, A. and Walters, R. H. Social Learning and Personality Development. Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Mager, R. F. Developing Attitude Toward Learning.

Video recording.

Evaluation:

Teacher-made test. Observation of class discussion.

Number: 3087 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Personality Integration

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe a method of eliciting verbal behaviors from elementary pupils that indicate favorable life-concepts.

(2) The student will describe a method of eliciting verbal behaviors from elementary pupils that indicate favorable self-concepts.

Treatment:

Following class discussion, the class will be divided into small groups each of which will plan and present role-playing situations in which verbal behaviors indicating favorable self-concepts and life-concepts are elicited. Each presentation will be discussed in terms of the apparent effectiveness of the method used.

Materials:

Materials selected for presentation.

Evaluation:

Observation and discussion of presentation.

Number: 3088 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Affective Domain

Topic: Personality Integration

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe the effect that the expectancies of a teacher in regard to an elementary pupil may have on the self-concept of that pupil.

Treatment:

After reading material discussing the influence of teacher expectancies on student self-concept, the class will observe contrived sketches demonstrating varied levels of teacher expectancies and reconstruct the sketches (change apparent teacher expectancies) in ways to influence self-concept both favorably and unfavorably.

Materials:

Mouly, G. Psychology of Effective Teaching.
Contrived sketches.

Evaluation:

Teacher-made test.

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SOCIAL LEARNING

Number: 3123

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe the role of reinforcement in strengthening and maintaining social behaviors.

Treatment:

Through direct experience, illustrations, simulation, lecture, and individual study, reinforcement as a strengthener and maintainer of social behavior will be analyzed. Observation will be made of the role of reinforcement in students' past and present experiential environment. Concepts such as affiliation, motivation will be explored with further emphasis upon such factors as success-failure, cooperation-competition and need-achievement and the role of reinforcement connected integrally thereto. Reinforcement will be identified as being the presentation or withholding of positive rewards or the withdrawing of negative rewards; punishment will be viewed as a special case of reinforcement.

Materials:

Klausmeier, H. and Goodwin, W. Learning and Human Abilities. Bandura, A. and Walters, R. H. Social Learning and Personality Development.
Such films as Cage will be used.

Evaluation:

Teacher-made examinations will assess student's grasp of role of reinforcement by identification of situations wherein social behavior was learned and maintained by reinforcement wherein rewards (negative and positive) will be explicitly identified. Student will produce situations to analyze differentiating effects of reward and punishment in such as success-failure, need-affiliation and need-achievement. Student will be required to demonstrate grasp of principles of reinforcement through role-play with peers.

Number: 3124

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe the importance of imitation in the learning of new social behaviors.

Treatment:

Through demonstration, discussion and individual study imitation will be identified as central learning focus in social behavior. Lecture, individual study and discussion discriminates relevant variables of sex of imitator and sex of model in identification and imitation. Observation and recording of imitative behavior in man will be undertaken.

Materials:

Bandura, A. and Walters, R. H. Social Learning and Personality Development. Haimowitz, M. L. and Haimowitz, N. R. Human Development: Selected Readings.
Selected films, e.g. Conscience of a Child.

Evaluation:

Role play and paper-pencil tests will elicit student's grasp of relevant dimensions of imitation and identification as central processes in acquisition of new social behaviors.

Number: 3125 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of schedules of reinforcement that can be applied to social learning.

Treatment:

Lecture, direct experience, discussion, and observation will identify and present various schedules of reinforcement. Differentiation will be made concerning effectiveness of the following schedules of reinforcement; continuous, fixed-ratio, fixed-interval, and variable ratio and interval schedules. Demonstration and simulation will assist student to grasp relative effectiveness of use of schedules of reinforcement with diverse populations as younger and older pupils learning simple and more complex social skills.

Materials:

Bandura, A. and Walters, R. H. Social Learning and Personality Development.

Selected films, e.g. Learning about Learning and Learning and Behavior.

Evaluation:

Teacher-made examinations will require student to identify, describe and select instances wherein social learning was attributable to respective schedules of reinforcement and/or combination of schedules in a single social behavior and in chains of social behaviors.

Number: 3126 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Student will select an example of a social skill and describe and demonstrate the changes that would be produced as a result of applying various schedules of reinforcement.

Treatment:

Continuous, fixed-ratio, fixed-interval and variable ratio and interval schedules will be applied to a selected social skill to note differentiated effects in acquiring, strengthening and maintaining the selected social skills. The social skill selected will be concerned with complexity of skill as related to varying ages of learner. Interactive effects of utilization of schedules of reinforcement with strength of imitated model in social learning will be described and analyzed by student. Lecture, demonstration, observation would be appropriate treatment to elicit desired behavioral objective.

Materials:

Hilgard, E. and Bower, H. Theories of Learning. Skinner, B. F. The Technology of Teaching. Klausmeier, H. and Goodwin, W. Learning and Human Abilities.

Sound equipment may be used to record verbal frequency of reinforcement; visual equipment used to demonstrate frequency and intensity of non-verbal reinforcers.

Evaluation:

Examinations, special exercises and demonstration will require student to identify and elicit changes in selected social behavior (skill) through utilization of various schedules of reinforcement.

Number: 3127 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Given a list of simple social behaviors, the student will identify an appropriate schedule of reinforcement to maintain each behavior in the pupil's repertoire.

Treatment:

Through individual study, cooperative activity, direct experience and lecture the student will construct a list of simple social behaviors. Continuous, fixed-ratio and interval and variable ratio, and interval schedules of reinforcement will be applied to each simple social behavior; relative effectiveness will be explored with reference to maintenance of the selected social behavior by application to a selected pupil, then applied to small groups of pupils. Pupils of different age and ability levels will be selected. Discussion will be used to synthesize relative effects of varying schedules of reinforcement; observation of instances of application of schedules of reinforcement will precede discussion.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities.
Haimowitz, M. L. and Haimowitz, N. R. Human Development: Selected Readings.
Hamachek, D. The Self in Growth, Teaching and Learning: Selected Readings.
Bugelski, B. R. The Psychology of Learning Applied to Searching.
Demonstration, role playing, and projection equipment utilized.

Evaluation:

Observation, demonstration, reports, and self-appraisal techniques will assess relative effectiveness of maintaining simple social behaviors of pupils by students through application of respective schedules of reinforcement. Particular attention will be directed to student's ability to apply relevant schedule of reinforcement to elicit and maintain a specific social skill.

Number: 3128 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of the sequence of teacher behaviors leading to effective learning of new social behaviors.

Treatment:

Through lecture and demonstrations the student becomes familiar with principles which facilitate effective learning of new social behaviors. The student will identify a sequence of teacher behaviors such as:

(1) setting realistic goals and informing pupil why social skill is to be learned
(2) demonstrating the desired behavior
(3) verbally prompting the pupil to produce the desired behaviors
(4) allowing the student to produce the desired behavior independently, providing prompting and reinforcement for the completion of the behavior.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Gilbert, T. F. "Mathetics: The Technology of Education," The Journal of Mathetics. Gilbert, T. F. "Mathetics II, The Design of Teaching Exercises," The Journal of Mathetics.

Evaluation:

Teacher-made examinations will assess student's grasp of selected sequence of teacher behaviors that efficiently lead to effective learning of new social behaviors.

Number: 3129 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will observe the teaching of a simple social skill, and will describe the process in terms of the instructional behavior sequence.

Treatment:

Through demonstration and role playing, the sequence to effect learning of new social behavior will be described. Verbal description and examples of each step in sequence will be elicited.

Materials:

Chalkboard, charts, demonstration and supportive supplementary source material.

Evaluation:

Observation and self-appraisal for assessing grasp of student to be able to describe and implement the sequence of teacher behaviors related to simple social skill acquisition.

Number: 3130 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will observe the teaching of a simple skill and will write an objective evaluation of the resulting pupil behavior.

Treatment:

Through model, projection equipment, and dramatic presentation student will observe simple social skill development. Through programed learning devices the student will learn to write objective evaluation of learning behavior; special reference to area of social skill learning implementing sequential chain of teacher behavior. Student will teach selected simple social skill(s).

Materials:

Council on Instruction, N.E.A. *Toward Better Evaluation on Learning*. National Society for the Study of Education. *Programmed Instruction*. Gilbert, T. F. "Mathetics: The Teaching of Education," *The Journal of Mathetics*. Gilbert, T. F. "Mathetics II, the Design of Teaching Exercises," *The Journal of Mathetics*.

Evaluation:

Teacher-made examination, special assignments, and exercises to elicit student's ability to write objective evaluation of resultant pupil behavior.

Number: 3131 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Selected social skill(s) will be initiated and maintained for a selected group of elementary pupils.

Treatment:

Through demonstration, direct experience, skill development simulation and observation the student demonstrates his ability:
(1) to identify a new social skill appropriate to the developmental level of the pupils
(2) to develop a sequence of teacher behaviors to elicit pupil acquisitions and maintenance of social skill
(3) to successfully implement the sequence of teacher behaviors; and
(4) to objectively evaluate the result of his behavior.

Materials:

Demonstration, models, pictures, projection and sound equipment will be utilized to effect above treatment.

Evaluation:

Conferences, self-appraisal and observation will be used to assess student's success in implementing the teaching of selected social skill(s).

Number: 3132 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Student will list methods of producing change in existing social behavior.

Treatment:

Following terms will be defined and examples-illustrations offered concerning:
(1) extinction
(2) positive reinforcement
(3) counter-conditioning
(4) social imitation
(5) discrimination learning.
Individual study, discussion and direct experience will be means for student to identify, define instances wherein pupil's behavior is conditioned and manipulated by environmental conditions.

Materials:

Bandura, A. and Walters, R. H. Social Learning and Personality Development. Gagne, R. The Conditions of Learning Hill, W. Learning: A Survey of Psychological Interpretations. Ausubel, D. P. The Psychology of Meaningful Verbal Learning. Skinner, B. F. The Technology of Teaching. Barlow, J. A. Stimulus and Response. Meux, M. O. "Studies of Learning in the School Setting," Review of Educational Research.
Appropriate films also selected.

Evaluation:

Teacher-made examination and special assignments and exercises will assess student's ability to list and identify each method and to offer examples of instances where each social skill was produced, strengthened, and maintained.

Number: 3133 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Student will select an appropriate method of changing each of several listed examples of undesirable social behaviors.

Treatment:

Through lecture, discussion and individual study social behavior deemed undesirable will be cited. Each undesirable social behavior will be analyzed as to possible antecedent causes. For each undesirable behavior cited the student will describe a plan to produce change in undesirable behavior through analyzing effectiveness of; extinction, positive reinforcement, counter-conditioning, social imitation, and discrimination learning. Undesirable social behavior in pupils of varying ages, sex, and ability levels will be analyzed and attempts made to change such behavior.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Bugelski, B. R. The Psychology of Learning Applied to Teaching. McDonald, F. J. Educational Psychology. Seidman, J. M. Educating for Mental Health: A Book of Readings.
Actual demonstrations and use of projection and sound equipment.

Evaluation:

Teacher-made examinations, observation and interviews will assess student's grasp of and ability to change selected undesirable social behavior of pupils.

Student will offer assessment of his effectiveness through reports and self-appraisal.

Number: 3134 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Social Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Student will identify appropriate method for changing a given undesirable behavior and describe and demonstrate teacher behaviors involved in implementing the method.

Treatment:

Through cooperative activity, discussion and direct activity, the student will intently analyze antecedent causes of one given undesirable social behavior in one pupil. One appropriate method from the following list will be extensively implemented; extinction, positive reinforcement, counter-conditioning, social imitation, and discrimination learning. A similar undesirable social behavior across pupil developmental levels will be similarly analyzed. The student will describe various models of teacher behavior that would effectively facilitate the appropriate method for changing behavior.

Materials:

Verduin, J. R. Conceptual Models in Teacher Education: An Approach to Teaching and Learning. Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Shaffer, L. and Shoben, E. The Psychology of Adjustment. Palermo, D. S. and Lipsitt, L. P. Research Readings in Child Psychology.

Selected films.

Evaluation:

Teacher-made examinations, reports and performance will assess student's ability to so accomplish above objective.

Number: 3135 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will define psychomotor abilities.

Treatment:

Through lecture and individual study psychomotor abilities will be defined. The student will differentiate between psychomotor abilities and skills. The student will define psychomotor abilities as a process which is combined with a part or parts of the body, e.g. finger dexterity, arm speed or trunk strength.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Guilford, J. P. "A System of the Psychomotor Abilities," American Journal of Psychology.
Selected films and experiments.

Evaluation:

Teacher-made examination and special assignments.

Number: 3136 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will define psychomotor skills.

Treatment:

Through lecture and discussion psychomotor skills will be defined. The student will differentiate between psychomotor skills and abilities. The student will list such activities as the following as being psychomotor skills; hitting a baseball, writing cursively, typing and playing the piano. The student will note that how well a given individual performs a psychomotor skill depends on the abilities the person possesses.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Fleishman, E. A. The Structure and Measurement of Physical Fitness. Jones, H. E. "The Development of Physical Abilities," Adolescence.

Evaluation:

Teacher-made examination and observation.

Number: 3137 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will describe the role of psychomotor abilities as prerequisites to the learning of psychomotor skills.
(2) The student will demonstrate knowledge of psychomotor abilities prerequisite to given psychomotor skills.

Treatment:

Through demonstration and individual study interactive factors of psychomotor abilities and skills will be studied. Abilities that are prerequisites to psychomotor skills will be listed, such as the following:

(1) ability of multilimb coordination would be listed as prerequisite to skill or coordination of movements of the limbs simultaneously--two hands, two feet, or feet and hands
(2) ability of control precision would be listed as prerequisite to skill of making fine, highly controlled muscular adjustments, primarily where larger muscle groups are involved, with hands or feet
(3) ability of finger dexterity would be listed as prerequisite to skill of making controlled manipulations of tiny objects involving use of fingers
(4) ability of wrist and finger speed would be listed as prerequisite to skill of tapping rapidly wherein pendular as well as rotary wrist movements are involved.

Materials:

Fleishman, E. A. *The Structure and Measurement of Physical Fitness.*
Klausmeier, H. J. and Goodwin, W. *Learning and Human Abilities.*
Selected laboratory and object materials, games and pictures.

Evaluation:

Teacher-made examination, special assignments, and exercises will assess student's ability to list, identify and demonstrate various psychomotor skills for which there are prerequisite psychomotor abilities.

Number: 3138 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe typical pupils' psychomotor abilities.
(2) The student will describe developmental progress for four widely spaced age groups in various categories of psychomotor abilities.

Treatment:

Through observation and individual study four widely spaced age groups of pupils in and out of classroom situations will be identified; typical pupil's psychomotor abilities such as the following will be studied; strength of grip, reaction time, speed, balance, flexibility, and writing skill. Developmental progress will be noted, and also the range of individual differences within any one age group. The student will also describe the relationship of the psychomotor abilities and skills to cognitive learning and skills.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities.
Selected films and physical equipment and games.

Evaluation:

Observation, performance and examination will assess student's ability to describe typical pupil psychomotor abilities between and within age groups noting the development progress.

Number: 3139 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of changes in behavior that occur with increased competency in a psychomotor skill.

Treatment:

In a written report, the student will list psychomotor skills and related changes in pupil behavior that accompany increased competency. Increased competency in a psychomotor skill will be indicated to be a product of:

(1) voluntary to involuntary control
(2) differentiation of cues
(3) feedback and correction
(4) rapid and accurate movements
(5) coordination of movement and responses.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Tuddenham, R. and Snyder, M. "Physical Growth of California Boys and Girls From Birth to 18 Years," Child Development. Miles, W. "Measures of Certain Human Abilities Throughout the Life Span," Proceedings of the National Academy of Science. Solley, W. "The Effects of Verbal Instruction of Speed and Accuracy Upon the Learning of a Motor Skill," Research Quarterly of American Association of Health and Physical Education and Recreation.

Evaluation:

Examination, demonstration and reports will assess student's ability to list changes in pupil behavior accompanying increased competency in psychomotor skills. Sociometric techniques will be used to assess pupil's change in behavior.

Number: 3140 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will list principles of teaching psychomotor skills.
(2) The student will describe generalizations about learning relevant to each principle of teaching psychomotor skills.
(3) The student will observe the teaching of a simple psychomotor skill and describe the teacher behavior relevant to each principle of teaching.

Treatment:

Through lecture and individual study the student will list in writing such principles of teaching psychomotor skills as:
(1) analyze skill in terms of learner's abilities
(2) demonstrate the correct responses
(3) guide initial responses verbally and physically
(4) arrange for appropriate practice
(5) provide knowledge of results and correct inadequate responses
(6) encourage independent evaluation.
The student will further describe related generalizations to above principles, such as; abilities of learners vary, observing and imitating a model important in skill acquisition, realistic plans and goals need be established, errors need be eliminated and correct responses and form strengthened in practice session, feedback facilitates skill learning, and recognition and correction of errors and evaluation of same is essential for continued improvement of skills.

In an oral report, the student will apply above list of principles of teaching psychomotor skills and related generalizations to specific examples of psychomotor skills. He will demonstrate that teacher behavior incorporates above facilitative principles.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. Gilbert, T. F. "Mathetics: The Technology of Education," The Journal of Mathetics. Gilbert, T. F. "Mathetics II, The Design of Teaching Exercises," The Journal of Mathetics.

Demonstration, chalkboard, bulletin board, exhibit, pictures and projection equipment.

Evaluation:

Teacher-made examination, conferences and reports will assess ability of student to list principles to facilitate teaching of psychomotor skills and ability to describe related generalization about learning.

Number: 3141 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will observe the teaching of a simple psychomotor skill and objectively evaluate the resulting pupil behavior.

Treatment:

Through observation and individual study a simple psychomotor skill will be identified such as handwriting, typing, drawing. The success of the pupil to learn the psychomotor skill will be evaluated objectively by student noting; extent to which skill was within pupil's ability to perform, whether correct responses were demonstrated, whether initial responses were guided both verbally and physically by demonstration, the length and spacing of the practice sessions (whether distributed or massed), provisions for feedback concerning appropriateness of pupil's responses, and whether pupil had opportunity to independently evaluate his progress in the psychomotor task.

Materials:

Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities.

Evaluation:

Teacher-made examination and interview. The student will list and describe the sequence of steps to facilitate the acquistion of a simple psychomotor skill.

Number: 3142 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Social Learning

Topic: Psychomotor Skills

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

For a given group of pupils, the student will teach a selected psychomotor skill.

Treatment:

The student will teach a selected psychomotor skill. He will demonstrate a selected model for facilitating the learning of a psychomotor skill. He will:

(1) select a psychomotor skill appropriate to the pupil's developmental progress
(2) describe the teacher behaviors involved in each of the principles of teaching relevant to that psychomotor skill
(3) successfully implement the prescribed behaviors
(4) evaluate the resulting pupil behavior.

Materials:

Chalkboard, diagram, exhibit, and objects appropriate to psychomotor skill selected.

Selection of appropriate reference books and supplementary sources.

Evaluation:

Observation, reports, special assignments and exercises and progress chart data will assess extent to which student has successfully implemented principles of facilitating teaching of psychomotor skills.

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1. Ausubel, D. P. The Psychology of Meaningful Verbal Learning. New York: Grune and Stratton, 1963.

2. Bandura, Albert and Walters, Richard H. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, Inc., 1965.

3. Barlow, J. A. Stimulus and Response. New York: Harper and Row, 1968.

4. Bugelski, B. R. The Psychology of Learning Applied to Searching. New York: Bobbs-Merrill, 1964.

5. Council on Instruction, Toward Better Evaluation on Learning. Washington, D. C.: National Education Association, 1962.

6. Fleishman, E. A. The Structure and Measurement of Physical Fitness. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

7. Gagne, Robert, The Conditions of Learning. New York: Holt, Rinehart and Winston, Inc., 1965.

8. Gilbert, T. F. "Mathetics: The Teaching of Education," The Journal of Mathetics, 1 (January, 1962), 7-13.

9. Gilbert, T. F. "Mathetics II, The Design of Teaching Exercises," The Journal of Mathetics, 1 (April, 1962), 7-56.

10. Guilford, J. P. "A System of the Psychomotor Abilities," American Journal of Psychology, 71 (1958).

11. Haimowitz, M. L. and Haimowitz, N. R. Human Development: Selected Readings. New York: Thomas Crowell Co., 1966.

12. Hilgard, E. and Bower, Gordon H. Theories of Learning. New York: Appleton-Century-Crofts, Inc., 1966.

13. Hill, W. Learning: A Survey of Psychological Interpretations. San Francisco: Chandler Publishing Co., 1963.

14. Hamachek, D. The Self in Growth, Teaching and Learning: Selected Readings. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

15. Jones, H. E. "The Development of Physical Abilities," Adolescence. 43rd Yearbook, Part I. National Society for the Study of Education. Chicago: University of Chicago Press, 1944.

16. Klausmeier, H. J. and Goodwin, W. Learning and Human Abilities. New York: Harper and Row, 1966.

17. McDonald, F. J. Educational Psychology. Belmont, California: Wadsworth Publishing Co., 1965.

18. Meux, M. O. "Studies of Learning in the School Setting," Review of Educational Research, 37 (1967), 7.

19. Miles, W. "Measures of Certain Human Abilities Throughout the Life Span," Proceedings of the National Academy of Science, 17 (1931).

20. National Society for the Study of Education. Programmed Instruction. 66th Yearbook, Part II. Chicago: The University of Chicago Press, 1967.

21. Palermo, D. S. and Lipsitt, L. P. Research Readings in Child Psychology. New York: Holt, Rinehart, and Winston, Inc., 1963.

22. Seidman, J. M. Educating for Mental Health: A Book of Readings. New York: T. Y. Crowell Co., 1963.

23. Shaffer, L. and Shoben, E. The Psychology of Adjustment. Boston: Houghton-Mifflin Co., 1956.

24. Skinner, B. F. The Technology of Teaching. New York: Appleton-Century-Crofts, Inc., 1968.

25. Solley, W. "The Effects of Verbal Instruction of Speed and Accuracy Upon the Learning of a Motor Skill," Research Quarterly of American Association of Health and Physical Education and Recreation, 23 (1952).

26. Tuddenham, R. and Snyder, M. "Physical Growth of California Boys and Girls from Birth to 18 Years," Child Development, 1 (1954).

27. Verduin, John R. Conceptual Models in Teacher Education: An Approach to Teaching and Learning. Washington, D. C.: The American Association of Colleges for Teacher Education, 1967.

BASIC BEHAVIORAL OPERATIONS

Number: 3001 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 6

(1) The student will define:
  a. reinforcement
  b. positive reinforcement
  c. negative reinforcement.

(2) The student will list positive reinforcers applicable to the classroom situation.

(3) The student will list negative reinforcers applicable to the classroom situation.

(4) The student will define:
  a. primary reinforcers
  b. secondary or conditioned reinforcers.

(5) Given the instruction to list examples of primary reinforcers, the student will include:
  a. food
  b. water
  c. electric shock.

(6) Given the instruction to list examples of conditioned reinforcers the student will include:
  a. praise
  b. promotion
  c. criticism
  d. fear of failure.

Treatment:

The student will read several sources concerning the topic of contemporary learning theories; especially, emphasizing reinforcement theory. Appropriate film (16mm) will be viewed demonstrating reinforcement theory. The group will be separated into small units 6-10 students, taken to the laboratory and shown the principles of reinforcement at work with animals. Observation should be summarized, with clear meaning as to the nature of the positive and negative reinforcement. Relevant lectures will accompany the demonstration and film.

Materials:

Taber, J. I.; Glaser, R.; and Schaeffer, H. H. Learning and Programmed Instruction. Skinner, B. F. The Technology of Teaching.

Learning About Learning (film). Reinforcement in Learning and Extinction (film).

Evaluation:

Teacher-made tests and observation in laboratory experience.

Number: 3002 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will define the laws of learning applicable to reinforcement.

Treatment:

The student will read and review laws of learning applicable to reinforcement and summarize these laws. Lectures will accompany the review. Emphasis will be placed on the topic of acquisition during conditioning. Appropriate film will also be reviewed.

Materials:

Krumboltz, J. D. (Ed.) Learning and the Educational Process. Jones, J. C. J. Learning.
Appropriate films and current journals.

Evaluation:

Teacher-made tests.

Number: 3003 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will define shaping of behavior.
(2) The student will describe an experiment in which shaping is used in discrimination training with children.

Treatment:

The student will read and study the topic of "behavior shaping" and reinforcement of approximations. Appropriate film on shaping and reinforcement should be viewed. The student should generalize from animal research to appropriate "classroom shaping" situation.

The student will list several research examples of "shaping" as used in discrimination learning with children. Groups (6-8) should discuss principles of reinforcement as applied to "shaping" in the classroom. A well trained expert on learning theory should lead the discussion.

Materials:

Skinner, B. F. The Technology of Teaching.
Learning Discrimination and Skills (film). Learning and Behavior (film).
Resource person.

Evaluation:

Student will prepare a written report defining shaping and reacting to an experiment in which shaping is used in discrimination training with children.

Number: 3004 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will write a description of the implications of contiguity theory for reinforcement in the classroom that includes:

a. the reinforcing response should remove the student from the situation which is to control the response
b. the stimulus should be uniquely present when the response occurs
c. the same response can be attached to more than one stimulus.

Treatment:

The student will read association theories of learning with emphasis on contiguity theory. A description of the implications of contiguity theory for reinforcement in the classroom will be written. This theory should be compared with instrumental conditioning.

Materials:

Hilgard, E. R. and Marquis, D. G. Conditioning and Learning.
Graphic chart indicating elements of contiguity theory.

Evaluation:

Teacher-made tests.

Number: 3005 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Given the instruction to demonstrate knowledge of reinforcers available in the classroom, the student will include:

a. verbal reinforcement
b. non-verbal reinforcement
c. use of high probability behaviors
d. use of the reinforcing event area.

(2) Given a simulated classroom situation involving his area of specialization, the student will describe reinforcers that may be used in the situation.

Treatment:

The student will assist in the development of a list of reinforcers available in the classroom; such as verbal reinforcement, non-verbal reinforcement, use of high probability behaviors (Premack theory) and use of reinforcing event area. Lectures will be attended on this topic.

Given a simulated classroom situation involving the student's area of specialization, the student will select reinforcers from the list of those most applicable to the situation.

Materials:

Homme, L. E. Contiguity Theory and Contingency Management. Csanyi, A. P. and Chadurek, M. A. Procedures for Establishing a Contingency Managed Classroom.

Simulated classroom demonstration.

Evaluation:

Performance in the simulated classroom situation.

Number: 3006 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: Pre-S., Elem., In-S., Admin.

[illegible]

Behavioral Objectives: 2

(1) The student will observe a teaching situation and list the reinforcers employed by the teachers.
(2) The student will observe a teaching situation and write an objective criticism of the reinforcers employed.

Treatment:

The student will observe a teaching situation in a local elementary school and list the types of reinforcers used by the teacher. These should be separated into positive and negative; verbal and non-verbal. The student will write an objective criticism of the reinforcers employed. A report will be presented to the class with appropriate classroom discussion of the criticisms.

Materials:

Source materials containing information on reinforcers.
Field trip.

Evaluation:

An oral report.

Number: 3007 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will list the reinforcers commonly employed by a university for its students.
(2) The instructor will analyze the effectiveness of the reinforcers commonly employed by a university for its students and:
    a. identify ineffective or invalid reinforcers that might be eliminated.
    b. identify reinforcers that might be revised to make them more effective and describe their revision.
    c. list additional reinforcers that could be successfully employed.

Treatment:

In class discussion the instructors will prepare a list of reinforcers employed by a university for its students. Using this list each student will write an objective criticism of the reinforcers employed, identify those that are ineffective, suggest revisions and additions.

Materials:

Source materials containing information on reinforcers.

Evaluation:

Written report.

Number: 3030 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will observe a teaching situation, list the reinforcers used, and write an objective criticism of their use.

Treatment:

The student will observe a teaching situation by visiting an elementary or secondary school. The student will list the reinforcers used by the teacher of the class, or by other students, and write an objective criticism of their use (negative and positive values). He will verbally review his observations with resource specialists.

Materials:

Field trip.

Evaluation:

Written report. Interview with resource specialists.

Number: 3033 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: In-S.

Behavioral Objectives: 1

In his classroom situation the student will demonstrate his ability to:
- a. identify available reinforcers
- b. develop a schedule of reinforcement

c. successfully implement the schedule
d. record student behaviors.

Treatment:

Under observation by an experienced teacher, the student should demonstrate his ability to identify available reinforcers, develop a schedule of reinforcement, successfully implement the schedule, and record student behaviors. The reinforcement procedures should be discussed with the experienced teacher and verbally justified with supporting research evidence. A brief report should be written including research evidence for procedures used.

Materials:

Krumboltz, J. D. Learning and the Educational Process.
Appropriate research journals. Materials necessary for demonstration.

Evaluation:

Conference. Written report.

Number: 3035 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Reinforcement

Target Population: C/U

Behavioral Objectives: 2

(1) The administrator will list reinforcers commonly used by a university for its instructional and administrative personnel.
(2) The administrator will analyze the effectiveness of the reinforcers listed and:
  a. identify ineffective or invalid reinforcers that might be eliminated
  b. identify reinforcers that might be revised to make more effective and describe the revision
  c. list additional reinforcers that might be included.

Treatment:

The administrator will prepare a list of reinforcers. In conference with a specialist he will analyze the reinforcers, identifying those that are ineffective and determining appropriate changes.

Materials:

Resource specialist.

Evaluation:

Appraisal of the effectiveness of changes made.

Number: 3008 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will define extinction as an operation.
(2) The student will define three behavioral effects of extinction.

Treatment:

The student will provide a written definition of extinction. A review of the literature as well as the earlier animal laboratory demonstration will be included in the summary. Implications of extinction processes as compared with the elimination of "misbehavior" in the classroom should be indicated.

The behavioral effects of extinction should be discussed, especially as it pertains to children.

Materials:

Textual materials on extinction such as: Keller, F. S. Learning Reinforcement Theory, Papers in Psychology. Homme, L. E. Contiguity Theory and Contingency Management.

Laboratory demonstration of extinction of behavior of animals. Selected television tapes of classroom "misbehavior."

Evaluation:

Teacher-made tests.

Number: 3009 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Given the instruction to list the effects of extinction, the student will include:

- a. a decrease in the probability of the response recurring
- b. the possibility of emotional reaction
- c. the possibility of acute emotional disturbance under extreme conditions.

(2) The student will define spontaneous recovery.

Treatment:

The effects that may occur on behavior as a result of extinction will be discussed in the classroom. The student will list the possible effects of the extinction process; such as, the possibility of the response recurring, but more importantly the possibility of emotional reactions to the extinction process.

The concept of spontaneous recovery of time will be defined.

Materials:

Skinner, B. F. The Technology of Teaching. Porter, D. An Application of Reinforcement Principles to Classroom Teaching.

Evaluation:

Teacher-made tests.

Number: 3010 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will define warmup.

Treatment:

Warmup, as a typical condition of learning, should be defined and considered in terms of classroom learning situations. Typical "learning curves" or performance curves will be drawn to indicate this phenomenon.

Materials:

Jones, J. C. J. Learning.

Evaluation:

Instructor evaluation of a written example of "learning curve."

Number: 3011 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe examples of warmup and spontaneous recovery and indicate their use in the classroom situation.

Treatment:

Following a lecture explaining warmup and spontaneous recovery, the student will participate in discussion of possible examples of warmup and spontaneous recovery in sample classroom situations.

Materials:

Teacher-prepared lecture. Printed descriptions of classroom situations.

Evaluation:

Teacher-made tests.

Number: 3012 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe why consistency of teacher behaviors is important in the classroom situation.

Treatment:

The student will be given an example in a laboratory demonstration of the failure of an animal learning experiment due to the lack of reinforcement at the appropriate time. Through class discussion, the topic will be generalized to the idea of consistency in teacher behavior. Small discussion groups led by a teacher moderator will record main ideas arrived at in discussion of topic "Why is consistency necessary in the classroom?"

Materials:

Laboratory demonstration. Resource persons to serve as discussion leaders.

Evaluation:

Instructor's reaction to small group reports. Teacher-made tests.

Number: 3013 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) Given the instruction to list the tests to be applied to a new rule before it is introduced to the classroom situation, the student will include:
  a. Is it definable?
  b. Is it reasonable?
  c. Is it enforceable?

(2) The student will demonstrate knowledge of steps to be followed when introducing a new rule to the classroom situation.

(3) The student will identify that a technique for extinguishing most irrelevant behaviors is to not reinforce.

(4) Given the instruction to identify a prime factor in the successful extinction of irrelevant behaviors, the student will select consistency.

(5) The student will describe the stages through which a child's behavior may pass when an irrelevant behavior is put on extinction.

Treatment:

Consistency in the classroom by teacher and students alike will be discussed. The class will be divided into small research and discussion groups to explore each of the following topics:

(1) Consistency is important but there is a need to recognize different behaviors, apparent inconsistent behavior, that may be classed as creative activities.

(2) In an attempt to promote consistency and conformity--
What rules of behavior are appropriate to the class? What tests should be applied? How should a new rule be introduced to a class? What rules should be followed in extinguishing irrelevant behavior?

(3) What stages of approximations does a child's behavior go through before reaching skilled and appropriate performance?

Each group will prepare a summary of findings and discussion.

Materials:

Mager, R. F. and McCann, J. Learner-Controlled Instruction. Homme, L. E. Contiguity Theory and Contingency Management. Porter, D. An Application of Reinforcement Principles to Classroom Teaching.

Appropriate films and videotapes.
Resource persons.

Evaluation:

Instructor evaluation of group summaries.

Number: 3014 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Given a description of a specific classroom situation, the student will describe:

a. the selection of an appropriate rule
b. the introduction of the rule
c. the irrelevant behaviors he would expect to occur
d. how he would deal with the irrelevant behaviors.

Treatment:

The student following a class review of pertinent material related to rule introduction will be given a specific classroom situation. He will describe (written) the selection of an appropriate rule, how the rule should be introduced, what irrelevant behaviors should be expected, and how he would deal with the irrelevant behaviors.

Materials:

Transparencies outlining pertinent materials. Printed descriptions of classroom situations.

Evaluation:

Written report.

Number: 3015 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem., In-S.,

Behavioral Objectives: 1

Given a simulated classroom situation the student will demonstrate his ability to:

a. select an appropriate rule
b. introduce it
c. enforce it consistently
d. record resultant behavior patterns.

Treatment:

In the classroom situation (contrived), the student will demonstrate his ability to select a rule, introduce it, enforce it, and record the resultant behavior patterns.

Materials:

Laboratory situation for student demonstration. Student selected materials.

Evaluation:

Instructor and peer reaction to student performance.

Number: 3016 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

For any given group of pupils during internship, the student will demonstrate his ability to:

a. select an appropriate rule
b. introduce it
c. enforce it consistently
d. record resultant behavior patterns.

Treatment:

In a classroom, the student will demonstrate his ability to select an appropriate rule, introduce it, enforce it and record the resulting behaviors of the pupils in his room.

Materials:

Classroom situations. Student selected materials.

Evaluation:

Instructor's and in-service teacher's reaction to student's performance in the classroom.

Number: 3031 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Extinction

Target Population: In-S., C/U

Behavioral Objectives: 1

In his own classroom situation the student will demonstrate his ability to:

a. select an appropriate rule
b. introduce it
c. enforce it consistently
d. record resultant behavior patterns.

Treatment:

The student will write a report illustrating his effectiveness in introducing a new rule in the group. The report will include the student's selection of the rule, how it was introduced, examples of his methods of enforcement, and the resultant behaviors of his students.

Materials:

Student selected material necessary for presentation.

Evaluation:

Written report.

Number: 3017 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Punishment

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will define punishment.

(2) Given the instruction to list examples of self-administered punishment, the student will include:

a. being burned by a flame
b. indigestion after eating unsuitable foods
c. having sunstroke after prolonged exposure to the sun.

(3) Given the instruction to list examples of punishments imposed by society, the student will include:

  a. fines
  b. imprisonment
  c. withholding privileges; for example, driver's license.

Treatment:

The concept of punishment will be discussed in the class. The lecture will include examples of self-administered punishment. Punishments imposed by society against individuals who have broken rules of society will be developed by the class discussion.

Materials:

Transparencies of materials from: Deese, J. The Psychology of Learning.
Krumboltz, J. D. Learning and the Educational Process.

Evaluation:

Teacher-made tests.

Number: 3018 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Punishment

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Given the instruction to list punishments traditionally employed in the classroom, the student will include:

  a. corporal punishment
  b. extra assignments
  c. being kept in after school
  d. ridicule.

(2) The student will describe three effects of punishment.

Treatment:

Through classroom observations and reading, students will develop the background for listing and evaluating the types of punishments used by teachers in the traditional classroom in terms of their effectiveness in the elimination of undesirable behaviors in the classroom. Effects of punishment will also be noted in writing.

Materials:

Smith, J. M. and Smith, D. E. Child Management, A Program for Parents.
Keller, F. S. Learning-Reinforcement Theory, Papers in Psychology.
Classroom observations.

Evaluation:

Teacher-made tests.

Number: 3019 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Punishment

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will write a description of the punishment employed by his teachers in elementary school that includes:
   a. an evaluation of their effectiveness
   b. the attitudes of peer to the teachers and the punished.

(2) Given the instruction to list alternatives to punishment, the student will include:
   a. extinction
   b. reinforcing of incompatible behaviors.

(3) For any given classroom the student will describe:
   a. punishments that would traditionally be employed
   b. the alternatives to punishment that he would employ.

Treatment:

The student will write a description of punishment employed by his teachers in elementary school. Attention will be focused on the effectiveness of the punishment in altering behavior and the side effects such as attitudes developed both toward teacher and student. The student will describe a given situation involving punishment and state:

(1) the possible alternatives to punishment, and

(2) relate the principles of extinction and reinforcement to this process.

Materials:

Jones, J. C. J. Learning. Keller, F. S. Learning-Reinforcement Theory, Papers in Psychology. Skinner, B. F. The Technology of Teaching.

Evaluation:

Written report.

Number: 3020 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Punishment

Target Population: C/U

Behavioral Objectives: 2

(1) Given the instruction to list punishments traditionally employed in the university, the instructor will include:

a. low grades
b. ridicule
c. expulsion.

(2) The instructor will analyze the results of currently employed punishments and recommend appropriate revisions or deletions.

Treatment:

Through class discussion and reading, the instructors will develop a list of punishments currently employed in the university. Each punishment will be critically analyzed in terms of its effectiveness and appropriate revisions, deletions, and additions will be made.

Materials:

Smith, J. M. and Smith, D. E. Child Management, A Program for Parents.
Keller, F. S. Learning-Reinforcement Theory, Papers in Psychology.

Evaluation:

Group appraisal of the effectiveness of recommended changes in punishments.

Number: 3021 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Punishment

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

For any given group of pupils during internship, the student will demonstrate his ability to employ alternatives to punishment in his control of the group.

Treatment:

The student will demonstrate his ability to employ alternatives to punishment in his control of his group. Pupil behaviors should be recorded and discussed in small group sessions.

Materials:

Classroom experiment. Student selected materials for carrying out the demonstration.

Evaluation:

The demonstration will be videotaped and appraised by the student and a group of his peers.

Number: 3032 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Punishment

Target Population: In-S., Admin.

Behavioral Objectives: 2

(1) The student will demonstrate knowledge of punishers he regularly employs and write a critical appraisal of their effectiveness.
(2) In his own classroom situation the student will demonstrate his ability to employ alternatives to punishment.

Treatment:

The class will be divided into small groups (6-10). Each student will prepare a list of punishers he regularly employs in his own classroom situation. He will demonstrate the techniques most often employed, and the group will discuss the relative merits and disadvantages of each. A summary of the discussions should be written and presented to the instructor for review.

Materials:

Materials necessary for the demonstration.

Evaluation:

Self-appraisal (peer ratings). Written report.

Number: 3022 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will define fixed-interval reinforcement.
(2) The student will describe the effects of fixed-interval reinforcement.
(3) The student will define variable-interval reinforcement.
(4) The student will define fixed-ratio reinforcement.
(5) The student will define variable-ratio reinforcement.

Treatment:

Schedules of reinforcement will be discussed in the classroom. The student will be required to use lecture notes and readings to summarize the following types of reinforcement:
(1) fixed-interval
(2) variable-interval
(3) fixed-ratio
(4) variable-ratio.

Examples of each type of reinforcement will be studied and generalized to the classroom situation.

Materials:

Keller, F. S. Learning-Reinforcement Theory, Papers in Psychology.
Learning and Behavior (film).

Evaluation:

Teacher-made tests.

Number: 3023 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will list examples of reinforcers that can be used in a variable-interval schedule in the classroom.

(2) Given the instruction to list the effects of fixed-ratio reinforcement, the student will include:
  a. possibility of overwork injuring health
  b. danger of reinforcing agency moving to a larger ratio
  c. low rate or responding immediately after reinforcement.

(3) The student will describe the probable effects of too high a ratio on humans.

(4) Given the instruction to list the advantages of variable-ratio reinforcement schedules, the student will include:
  a. the probability of reinforcement at any moment remains nearly constant.
  b. the development of a constant rate of responding
  c. the maintenance of desired responses for long periods

d. an increase in interest in tasks
e. an increase in happiness.

(5) Given an appropriate series of reinforcement schedules, the student will identify each and describe the probable effects of its implementation on a specific population.

Treatment:

A list of reinforcers on each of the schedules of reinforcement will be made, and the effects of each type of reinforcement will be summarized from watching appropriate films and videotapes. Answers to the following questions will be found: What are the effects of variable-interval reinforcement fixed-ratio, etc.? What are the possible deleterious effects of different schedules of reinforcement on children? What are the various advantages of each schedule of reinforcement in terms of student interest, increase in happiness, etc.?

Materials:

Porter, D. An Application of Reinforcement Principles to Classroom Teaching. Smith, J. M. and Smith, D. E. Child Management, A Program for Parents.

Appropriate films and videotapes.

Evaluation:

Teacher-made tests and written report.

Number: 3024 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will describe the techniques to be used in establishing a variable-ratio reinforcement schedule in the classroom.

(2) The student will develop a reinforcement schedule applicable to his area of specialization and list the stages involved in its implementation.

Treatment:

The student will describe in writing the techniques to be used in establishing variable-ratio reinforcement schedule in the classroom. The technique should be presented to the group for discussion, with relevant suggestions and criticism.

A modified plan should be developed by the student applicable to his area of specialization with the stages of implementation discussed.

Materials:

Keller, F. S. Learning-Reinforcement Theory, Papers in Psychology. Hilgard, E. R. Theories of Learning.

Evaluation:

Teacher conference with student concerning final plan developed.

Number: 3025 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem.

Behavioral Objectives: 1

For a given group of elementary students during internship, the student will demonstrate his ability to:

a. identify available reinforcers
b. develop a schedule of reinforcement
c. successfully implement the schedule
d. record pupil behaviors.

Treatment:

In a classroom situation, the student should identify the available reinforcers. A schedule of reinforcement should be developed and implemented with the group. Pupil behavior should be recorded and later discussed with the peer group.

Materials:

Laboratory situation. Student selected materials employed in the implementation of the schedule.

Evaluation:

Written report.

Number: 3026 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will define abulia.
(2) The student will describe schedules of reinforcement that may lead to abulia.

Treatment:

The student will define the term abulia (indecision, hesitation, ambivlence) and will describe schedules of reinforcement that may lead to this condition. Examples of this condition as observed in a visitation at a local classroom will be reported to the class.

Materials:

Deese, J. The Psychology of Learning.
Conflict (film).
Field trip.

Evaluation:

Teacher-made tests and oral report.

Number: 3027 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will define differential reinforcement.

(2) Given the instruction to list examples of differential reinforcement at work, the student will include:
  a. learning to throw a ball accurately
  b. acquisition of "sea legs"
  c. modification of verbal behavior in a new environment.

(3) The student will describe the implications of differential reinforcement for his area of specialization.

Treatment:

The student will review the literature for examples which indicate the difference between discrimination and differential reinforcement. He will be able to explain in a report the following:
(1) How these concepts are appropriate to classroom use.
(2) Indicate which cues are differentiated in learning a motor skill.
(3) Explain what are some of the implications of differential reinforcement to the student's special area of interest.

Materials:

Hilgard, E. R. Theories of Learning. Skinner, B. F. The Behavior of Organisms.

Evaluation:

Teacher-made tests.

Number: 3028 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will define superstitious conditioning.
(2) The student will describe an instance of superstitious conditioning.

Treatment:

Superstitious conditioning will be analyzed. Appropriate lecture and film presentations will be presented. The student will suggest a simulated condition under which superstitious conditioning would take place, and the generalization from this process to child behavior should be indicated. In class discussion a list will be developed of "typical" superstitions in our culture, with the possible explanation of this basis.

Materials:

Skinner, B. F. "Superstition in the Pigeon," J. Experimental Psychology.

Evaluation:

Student will write a short report describing a real or contrived situation in which superstitious conditioning would likely result.

Number: 3029 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe methods of reducing the probability of superstitious conditioning occurring in the classroom situation.

Treatment:

Given that superstitious behavior may occur in the classroom, the student will describe, in writing, methods of reducing the probability of this type of conditioning in the classroom.

Materials:

Skinner, B. F. "Superstition in the Pigeon," J. Experimental Psychology.

Evaluation:

Written report.

Number: 3034 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will write a justification for employing basic behavioral operations for presentation to:

a. colleagues
b. administrators
c. parents.

Treatment:

Reviewing materials employed and developed in earlier objectives the student will prepare, in written form, a justification for the fundamental behavioral operations used in his classroom. The justification should be prepared in such a way that non-trained persons can understand and accept it as valid. The same presentation will be presented to colleagues and administrators, with the final audience to include parents. This report should be presented to other members in the group (small group) with different members playing the role of administrators and parents.

Materials:

A pamphlet should be constructed for use when discussing this topic with parents or administrators.

Pertinent printing, audio and visual materials.

Evaluation:

Reaction to report by instructor and peers.

Number: 3036 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Basic Behavioral Operations

Topic: Schedules of Reinforcement

Target Population: C/U

Behavioral Objectives: 1

The administrator will list existing rules for the university students imposed by the university and analyze the existing rules according to the criteria for valid rules. Based on this analysis, the student will suggest appropriate deletion, revision, or addition of rules.

Treatment:

Utilizing appropriate sources of criteria for valid rules the administrator will list existing rules, evaluate each on the basis of the criteria and make appropriate changes.

Materials:

Mager, R. F. and McCann, J. Learner-Controlled Instruction. Homme, L. E. Contiguity Theory and Contingency Management. Porter, D. An Application of Reinforcement Principles to Classroom Teaching.

Evaluation:

Appraisal of the effectiveness of change by sampling of students.

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CONTINGENCY MANAGEMENT

Number: 3037 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Premack Principle

Target Population: Pre-S., Elem., In-S., -- C/U, Admin. (Obj. 1 and 3 only)

Behavioral Objectives: 6

(1) The student will define the following:
- a. high probability behavior (hpb)
- b. low probability behavior (lpb).

(2) The student will identify and list six personal high probability behaviors and six personal low probability behaviors.

(3) The student will define the Premack Principle.

(4) Given the instruction to apply the Premack Principle to his daily activities, the student will:
- a. construct a detailed schedule of contingencies
- b. follow the schedule for one day.

(5) The student will identify cases of successful application of the Premack Principle from classroom sample situations.

(6) Given a classroom behavior problem, the student will describe a solution based on the application of the Premack Principle.

Treatment:

The student will define lpb and hpb. Given detailed sample situations, the student will list and classify behaviors as to lpb and hpb to be inserted. Student will define Premack's Principle and by constructing a detailed schedule of contingencies and following the schedule for one day, demonstrate his understanding of said principle.

Materials:

Live or taped lecture on Premack's Principle to include necessary pertinent information.

Homme, L. E. "Premack's Principle Practically Applied"--List of classroom sample situations illustrating behaviors and application of Premack's Principle. Sample descriptions of classroom behavior problem.

Evaluation:

Objective test and an essay describing student's performance when constructing and following schedule of contingencies.

Number: 3038 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Premack Principle

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) The student will observe an elementary class and:
a. identify and list high probability behaviors exhibited by the students of the class
b. describe how some of these high probability behaviors can be appropriately used as reinforcing events in the classroom.

(2) The student will be assigned one elementary student and do the following:
a. identify two low probability behaviors of that student
b. identify a low probability behavior of that student
c. change one of the low probability behaviors to a higher probability behavior through the application of the Premack Principle
d. using that higher probability behavior as a reinforcer, change the second low probability behavior to a higher probability behavior.

Treatment:

Observations will be scheduled in an elementary class. The student will list hpb's exhibited by elementary students and through group discussions describe how some of these hpb's can be used effectively as reinforcing events in the classroom. Student will then observe same class, identify and list hpb's exhibited, describe in writing how to use as reinforcing events, and consult with an instructor. Each student will select or be assigned one elementary pupil for observation and identify two lpb's and two hpb's exhibited by that pupil. Through interacting with pupil, student will change lpb to a higher probability behavior through application of Premack's Principle then using that hpb as reinforcer, change second lpb to a higher probability behavior.

Materials:

Scheduled observations of elementary class. Group discussions for interaction of observations.

Evaluation:

Oral presentation of observed behaviors for contribution to discussion. Written report of second observation to include description of possible use of hpb as reinforcing event. More detailed written report on third observation and observation of performance.

Number: 3039 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Successive Approximations

Target Population: Pre-S., Elem., In-S., -- C/U, Admin. (Obj. 1 only)

Behavioral Objectives: 3

(1) The student will describe the technique of reinforcing successive approximations of desired final behavior with regard to its effect on:
- a. organization of instructional materials
- b. emotional adjustment of students.

(2) The student will list the following as methods of providing reinforcement for successive approximations of desired final behavior:
- a. the division of instructional material into small units
- b. verbal and non-verbal reinforcement
- c. use of reinforcing event area.

(3) Given a classroom situation that illustrates successful application of the technique of reinforcing successive approximations, the student will describe the procedure used.

Treatment:

Read and familiarize self with the reading materials listed under materials. Attend lecture explaining the use of the following as methods of providing reinforcement for successive approximations:
- (1) division of instructional materials into small units
- (2) verbal and non-verbal reinforcement
- (3) use of a reinforcing event area.

Watch "Diana film" followed by a discussion section on points covered in film, especially how successful successive approximation was accomplished.

Materials:

Homme, L. E. "Contiguity Theory and Contingency Management." Homme, L. E. "A Demonstration of the Use of Self-Instructional and Other Teaching Techniques for Remedial Instruction of Low-Achieving Adolescents in Reading and Mathematics."

Live or taped lecture. Diana film. Discussion leader.

Evaluation:

List the methods as described in the objective or providing reinforcement for successive approximations of desired final behavior and in a brief essay explain these methods.

Number: 3040 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Successive Approximations

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) In a simulated classroom situation, the student will use the technique of reinforcing successive approximations to teach a skill.

(2) The student will use the techniques of reinforcing successive approximations to prepare and teach a unit of instructional material to elementary students.

Treatment:

Student will view film on Behavior Shaping Game or student will see demonstration of Behavior Shaping Game utilizing successive approximations as technique used to shape desired behavior. Student will then select skill to be taught and proceed to outline procedure to be followed in teaching skill through use of reinforcing successive approximations in simulated classroom situation. Discussion of previous task performance with group and instructor to follow. The student will use same procedure to prepare and teach unit of instructional material to selected elementary students.

Materials:

Film on Behavior Shaping Game or demonstration of said Game to illustrate one technique of rewarding successive approximation.

Group discussion and critique.

Evaluation:

Positive or negative results occurring during teaching of unit will be recorded in writing along with the reasons for success or failure.

Number: 3041 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Successive Approximations

Target Population: C/U

Behavioral Objectives: 2

(1) Given the requirement to apply the principle of successive approximations at the university level, the instructor will appropriately structure the instructional materials of his area of specialization.

(2) The instructor will write a report describing the possible uses and advantages of the technique of reinforcing successive approximations in a university classroom situation.

Treatment:

The instructor will review appropriate sources, outline a plan structuring the instructional materials for a course he teaches and describe the advantages of applying the technique of reinforcing successive approximations in the course selected.

Materials:

Homme, L. E. "A Behavioral Technology Exists--Here and Now." Homme, L. E. "A Demonstration of the Use of Self-Instructional and Other Teaching Techniques for Remedial Instruction of Low-Achieving Adolescents in Reading and Mathematics." C'Debaca, P. and Cottingham, L. "Beginning Learning."

Evaluation:

Conference with specialist concerning plan developed.

Number: 3042 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Task and Reinforcing Event Areas

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) The student will describe the physical aspects and application of the following in a contingency managed classroom:
  a. task area
  b. reinforcing event area.

(2) Given the instruction to design an ideal contingency-managed classroom, the student will construct a floor plan for a classroom having isolated task and RE areas.

(3) Given a classroom in which space for an isolated RE area is not available, the student will construct a floorplan in which the existing facilities are arranged into task and RE areas.

Treatment:

Practice arranging task area and RE area in hypothetical classroom situations including those which have these areas isolated and those which do not. Use Flow Chart No. 3 in Procedure for Establishing a Contingency Managed Classroom as a guide.

Materials:

Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

Flow Chart No. 3 of Procedures for Establishing a Contingency Managed Classroom. Several predetermined hypothetical classroom situations to present to student.

Evaluation:

Special assignment to develop floor plans for an ideal Contingency Managed classroom: (1) having task area and RE area isolated, and (2) having a classroom without the task area and RE isolated. The student must design an effective floor plan separating task and RE areas. In both of the above situations, the student must describe the applications and physical aspects of the task area and RE area.

Number: 3043 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Task and Reinforcing Event Areas

Target Population: Pre-S., Elem., In-S., -- Admin. (Obj. 1 only)

Behavioral Objectives: 2

(1) The student will list and describe the following criteria for establishing the appropriate amount of time spent in an RE area:

a. task difficulty-RE time correlation
b. fixed-time schedule
c. variable time schedule.

(2) The student will list four methods of controlling the amount of time spent in the RE area and describe the advantages of each.

Treatment:

Students will, after reading materials, work in small groups and discuss the criteria for establishing appropriate amount of time spent in RE area giving oral examples of importance of each criterion.

(1) task difficulty-RE time correlation
(2) fixed time schedule
(3) variable time schedule.

Students in groups will list various methods and devices for use in controlling time spent in RE area. Students in same group would then be given task of collecting or constructing at least four methods of time regulation in RE area and presenting to class these methods or devices.

Materials:

Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

List of some suggested methods and devices for use in time control.

Evaluation:

Peer evaluation of student's performance in contributing to group efforts. Instructor's evaluation of group effort and presentation.

Number: 3044 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Task and Reinforcing Event Areas

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1 only)

Behavioral Objectives: 2

(1) The student will list and describe the importance of each of the following factors in the effective organization of task materials in a contingency-managed classroom:

a. subject matter
b. diagnostic level
c. placement of materials in the classroom.

(2) Given materials for a specified level of elementary instruction, the student will organize them in a manner suitable for use in a task area.

Treatment:

Student will describe in writing the importance of the following factors in the effective organization of task materials in a CM classroom:

(1) subject matter
(2) diagnostic level
(3) placement of materials in classroom.

Having demonstrated in writing his understanding of importance of factors, class discussion will be used to clarify any misconceptions on part of student. Student will then be given list of materials and description of same for a specified level of elementary instruction and be required to illustrate the organization of the material for suitable use in the task area.

Materials:

Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

Available instructor or peer tutor for discussions. List a description of materials for organization.

Evaluation:

Written report.

Number: 3045 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Task and Reinforcing Event Areas

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1 only)

Behavioral Objectives: 3

(1) The student will describe the process of orientation to a contingency-managed classroom in terms of the following:
    a. methods of orientation
    b. steps of the orientation process.

(2) In a simulated situation, the student will lead a group of students through the steps of orientation for a contingency-managed classroom.

(3) The student will conduct an orientation session for a group of elementary pupils in a contingency-managed classroom.

Treatment:

Reading of the material listed. Instructor leads one student in a demonstration orientation. Remaining students follow demonstration with the flow chart specified below.

Materials:

Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

Flow Chart No. 4 from Procedures for Establishing a Contingency Managed Classroom.

Evaluation:

Written report and demonstration in which each student will conduct an orientation session for a group of elementary pupils in a CM classroom.

Number: 3046 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Reinforcing Event Menu

Target Population: Pre-S., Elem., In-S. Admin.

Behavioral Objectives: 3

(1) The student will describe the physical aspects of a Reinforcing Event (RE) menu and its application in a contingency-managed classroom.

(2) The student will construct an RE menu for each of the following applications:
    a. a classroom containing an isolated RE area
    b. a classroom in which an isolated RE area is not available.

(3) The student will observe an elementary class and construct for the class an RE menu based on the following:
    a. available materials
    b. high-probability behaviors exhibited by the students of the class.

Treatment:

Reading material specified below. The class as a group under supervision of an instructor will construct an RE menu for themselves assuming:
(1) that they have an isolated RE area
(2) that they do not have an isolated RE area.

Materials:

Addison, R. M. and Homme, L. E. "The Reinforcing Event (RE) Menu." NSPI Journal.

Evaluation:

Each student will observe an elementary class and construct for that class an RE menu based on the following:
(1) available material
(2) high probability behaviors exhibited by the students of the class.

Explain in essay form how this menu would be used if the class were a CM classroom.

Number: 3047 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Reinforcing Event Menu

Target Population: Pre-S., Elem., In-S., -- Admin. (Obj. 3 and 4 only)

Behavioral Objectives: 4

(1) In a simulated classroom situation, the student will prepare student contracts, using an RE menu.

(2) The student will construct an RE menu and use the menu to prepare contracts for elementary students.

(3) The student will list the advantages of using an RE menu in a contingency-managed classroom.

(4) Given a description of a classroom behavior problem in which an elementary pupil is inactive while in the RE area, the student will write a solution to that problem based on the use of an RE menu.

Treatment:

In a simulated contingency-managed classroom situation, the student will:
(1) construct an RE menu
(2) use the RE menu to prepare contracts for elementary students.

Materials:

Addison, R. M. and Homme, L. E. "The Reinforcing Event (RE) Menu." NSPI Journal.

Evaluation:

Instructor will evaluate student's performance. Written report on the advantages of using an RE Menu in a contingency-managed classroom. Student will be given a description of a classroom behavior problem in which an elementary pupil is inactive while in the RE Area. Student will write a solution to that problem based on the use of an RE Menu.

Number: 3048 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contract Apron

Target Population: Pre-S., Elem., In-S., -- Admin. (Obj. 1 and 2 only)

Behavioral Objectives: 6

(1) The student will describe the following physical aspects of a contract apron:
    a. task cards
    b. RE cards
    c. vinyl-pocketed apron or other card-holding device.

(2) Given the instruction to describe the application of a contract apron in a contingency-managed classroom, the student will write a statement that includes the following sequence:
    a. task cards selected or written for student
    b. RE cards selected or written for student
    c. tasks paired to appropriate RE's and placed in apron
    d. task and RE cards removed from apron as the student completes each contract.

(3) Given the instruction to identify some advantages of a contract apron over the RE menu, the student will select the following:
    a. the pupil can see his contract
    b. the pupil can mark off completed contracts.

(4) The student will construct and use a personal contract apron for one week and prepare a written evaluation of the effectiveness of the technique.

(5) Given materials for three difficulty levels of elementary instruction the student will construct a model contract apron suitable for use at each level.

(6) The student will construct a contract apron for an elementary pupil and supervise the use of the apron.

Treatment:

Oral discussion of contract aprons.

Groups of 5 to 10 students will construct contract aprons (for their own use) including task cards, RE cards, and card-holding device. Each group will use its contract apron for one week period. Each student will construct a contract apron for an elementary pupil and supervise the use of the apron.

Materials:

Live or taped lecture (with visual aids) on contract aprons. Group discussion and comparison of results of treatment above.

Evaluation:

Each student will submit a written report on application of contract apron in a contingency-managed classroom and the advantages of a contract apron over an RE menu. Each student will prepare a written evaluation of the effectiveness of his group's contract apron. Instructor will evaluate aprons made for elementary pupils.

Number: 3049 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Techniques for Automatic Contingency Management Generation

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1, 2, 3 only)

Behavioral Objectives: 6

(1) The student will identify the following as techniques of automatic CM generation:
  a. random generation
  b. matrix generation.

(2) The student will describe the techniques of random generation and matrix generation and the application of each in a contingency-managed classroom.

(3) The student will identify that the generation of unusual combinations of tasks and RE's is an advantage of the random and matrix generation techniques.

(4) Given materials for a specified difficulty level of elementary instruction, the student will construct:
  a. cards for use in random generation
  b. a matrix.

(5) In a simulated classroom situation the student will use the techniques of random and matrix generation of task and RE combinations to prepare pupil contracts.

(6) The student will:
  a. employ the techniques for automatic CM generation in preparing pupil contracts
  b. evaluate the effectiveness of these techniques as compared with the use of an RE menu.

Treatment:

Through observation of taped lectures and reading the student will prepare reports and demonstrate his understanding of such generations by applying them in a simulated classroom situation.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education." Homme, L. E. and C'Debaca, P. and Cottingham, L. "What Behavioral Engineering Is."

Taped lecture on random and mixed generations. Observation of a CM classroom in which these methods are employed.

Evaluation:

The student will submit a written report on random and mixed generations. The student will use these techniques to prepare pupil contracts and then evaluate the effectiveness of these techniques as compared with the use of an RE menu.

Number: 3050 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Pre-S., Elem., In-S., -- C/U, Admin. (Obj. 1 and 2 only)

Behavioral Objectives: 3

(1) The student will define the:
    a. piecework task
    b. timed RE concept.
and describe its application and relevance to contingency management theory.

(2) Given a series of classroom situations, the student will identify those situations that illustrate respectively the piecework task and timed RE concept.

(3) Given materials for a specified level of elementary instruction, the student will divide the material into task units and assign an appropriate amount of RE time to each task.

Treatment:

The student will first observe a CM classroom and note the piecework task and RE technique. Each student will construct a detailed schedule of piecework task and RE combination and follow that schedule for one day, thus demonstrating his understanding of the technique.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Given a list of elementary instruction, the student will divide the material into task units and assign an appropriate amount of RE time to each task.

Number: 3051 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1 only)

Behavioral Objectives: 2

(1) The student will diagram and describe the five levels of contingency contracting.
(2) In a simulated classroom situation, the student will prepare contracts for each of the student-manager combinations specified in the five levels of contracting.

Treatment:

The student will define the five levels of contingency contracting and devise examples of each.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Given a list of student-manager contract combinations, the student will specify the level (1-5) of each.

Number: 3052 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will list 10 rules of contingency-contracting.
(2) Given a series of classroom situations illustrating the violation of rules of contingency contracting, the student will identify the rules violated in each.

Treatment:

The student will define the 10 rules of contingency contracting. Given a list of contingency contracts, the student will extract those that violate the 10 rules and then correct them.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Teacher-made test.

Number: 3053 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1 only)

Behavioral Objectives: 2

(1) The student will define, describe the functions of, and contrast macro- and micro-contracting in terms of transitional contracting.
(2) Given materials for a specified difficulty level of elementary instruction, the student will prepare suitable micro- and macro-contracts for an elementary pupil.

Treatment:

The student will define, distinguish and describe the functions of macro- and micro-contracting. Given materials for a specified amount of work to be done in his class, the student will prepare personal macro- and micro-contracts that he will use for a two day period.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Given a list of tasks, the student will identify which could be handled in macro-contracts and which could be handled in micro-contracts. The student will then assign an appropriate RE to each task (following the 10 rules of contingency contracting), thus completing each contract.

Number: 3054 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: In-S.

Behavioral Objectives: 1

The student will guide an intern in the preparation of appropriate materials and the implementation of contingency management techniques in his classroom.

Treatment:

The student will provide the appropriate reading materials, films, etc., for the intern. The student will discuss CM with the intern. The student will provide sufficient time for the intern to observe a CM classroom. Under the student's supervision, the intern will assist the CM Classroom Manager. The student will periodically progress check the intern.

Materials:

Appropriate media for a CM classroom.

Evaluation:

The student will observe and record the intern's progress through Treatment steps. Teacher-made tests.

Number: 3055 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: In-S.

Behavioral Objectives: 4

(1) The student will apply the basic techniques of contingency management in an elementary classroom and he will:
    a. evaluate the effectiveness of the CM techniques
    b. compare his role as teacher in a contingency-managed classroom to that of the teacher in the traditional classroom.

(2) Given the instruction to reorganize his classroom in a manner suitable for the application of contingency management instructional

techniques, the student will draw a floorplan indicating task and RE area and list the materials necessary for the conversion.

(3) The student will write a report for his administrator, explaining the use of contingency management techniques in the classroom and requesting the materials necessary to establish a contingency-managed classroom.

(4) The student will describe the use of contingency management techniques in the elementary school to:

a. parents
b. other teachers
c. other interested persons.

Treatment:

The student will apply the basic techniques of contingency management in an elementary classroom including:

(1) reorganizing his classroom in a manner suitable for the application of contingency management instructional techniques.
(2) writing a report for his administrator, explaining the use of contingency management techniques in the classroom and requesting the materials necessary to establish a contingency-managed classroom.
(3) describing the use of contingency management techniques in the elementary school to:
    a. parents
    b. other teachers
    c. other interested persons.

Materials:

Appropriate media for a CM classroom.

Evaluation:

The student will be pre-tested on the methodology he intends to use in establishing a CM classroom. The instructor will periodically progress check the student's progress. The student will be post-tested and be asked to analyze the results of the project.

Number: 3056 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: In-S.

Behavioral Objectives: 1

Given the instruction to apply the principles of contingency management to his own classroom behaviors, the student will:

a. identify a personal classroom low probability behavior
b. identify a personal classroom high probability behavior
c. establish an appropriate contingency contract
d. follow that contract for one week
e. evaluate the results.

Treatment:

Following reading and class discussion each student will apply and demonstrate the principles of contingency management to his own classroom behaviors.

Materials:

Appropriate media for a CM classroom.

Evaluation:

The instructor will analyze the student's performance.

Number: 3057 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: In-S., C/U

Behavioral Objectives: 1

Given the instruction to apply the principles of contingency management to his interaction with another teacher, the student will:

a. identify a low probability behavior of that teacher
b. identify a high probability behavior of that teacher
c. establish and implement an appropriate contingency contract
d. evaluate the results.

Treatment:

In the school situation, the student will apply the principles of contingency management to his interaction with another teacher. In this process the student will identify a low probability behavior of that teacher, identify a high probability behavior of that teacher, establish and implement an appropriate contingency contract, and evaluate the results. He will keep notes of his activities for use in later conference with instructor.

Materials:

Appropriate reference materials.

Evaluation:

Conference and interview of instructor with participants.

Number: 3058 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Admin.

Behavioral Objectives: 2

(1) The student will observe the techniques of contingency management as applied in an elementary classroom and write an evaluation of the effectiveness of the techniques.

(2) Given a number of simulated situations in which an administrator is required to explain the contingency-managed classroom, the student will appropriately describe the organization of the contingency-managed classroom and the educational and psychological principles underlying that organization.

Treatment:

The student will observe the techniques of contingency management as applied in an elementary classroom and write an evaluation of the effectiveness of the techniques. Given a number of simulated situations in which an administrator is required to explain the contingency-managed classroom, the student will appropriately describe the organization of the contingency-managed classroom and the educational and psychological principles underlying that organization.

Materials:

Homme, L. E. "A Behavioral Technology Exists Here and Now." Homme, L. E. and C'Debaca, P. and Cottingham, L. "What Behavioral Engineering Is."

Evaluation:

Teacher-made test.

Number: 3059 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Admin.

Behavioral Objectives: 2

(1) The student will prepare a proposal for converting one or more of the classrooms in his school building to a contingency-managed classroom. He will identify the following:

a. space for task and RE areas
b. materials for RE games or activities.

(2) The student will prepare an estimate of the cost of converting one or more of the classrooms of his school to a contingency-managed classroom.

Treatment:

The student will prepare a sample proposal for converting one of the classrooms in his school building to a contingency-managed classroom including an estimate of the cost.

Materials:

Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

Evaluation:

The instructor will evaluate the student's proposal.

Number: 3060

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Admin.

Behavioral Objectives: 1

Given case studies of classroom behavior problems, the student will:
- a. identify the problem areas
- b. describe appropriate corrective procedures based on the principles of contingency management
- c. compare the CM procedures with traditional disciplinary methods.

Treatment:

The student will observe a traditional classroom in which the teacher has been working with some student behavior problems. The student will apply CM principles in an attempt to correct these behaviors. The student will compare his results with the teacher's results.

Materials:

Appropriate reference materials.

Evaluation:

Special assignment.

Number: 3061 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: Admin.

Behavioral Objectives: 1

The student will justify the use of contingency management techniques in the elementary school to:
- a. administrators from other school buildings
- b. teachers in the school
- c. state and local school officials
- d. other interested persons.

Treatment:

The student will prepare a report justifying the use of contingency management techniques in the elementary school. The report will be presented to and discussed by peers.

Materials:

Homme, L. E. and Tosti, D. T. "Contingency Management and Motivation." NSPI Journal. Homme, L. E. "Contingency Management." Newsletter of the Section on Clinical Child Psychology. Homme, L. E. "A Behavioral Technology Exists Here and Now." Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom." Homme, L. E.; C'Debaca, P.; and Cottingham, L. "What Behavioral Engineering Is."

Evaluation:

Self-appraisal following the discussion of report.

Number: 3062 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: C/U

Behavioral Objectives: 2

(1) Given the instruction to apply the principles of contingency management to his administrative activities, the administrator will:
- a. identify the contingencies controlling the behavior of his staff
- b. evaluate the effectiveness of the contingencies
- c. prepare a more effective schedule of contingencies if necessary
- d. implement the new schedule
- e. evaluate the results.

(2) Given the instruction to apply the principles of contingency management to his work schedule, the administrator will:

a. identify the contingencies controlling his current work schedule
b. evaluate the effectiveness of the contingencies
c. prepare a new work schedule based on the principles of effective contingency management
d. fulfill the conditions of the schedule
e. evaluate the results.

Treatment:

The administrator will prepare, implement and evaluate plans for applying the principles of contingency management both to his administrative activities and work schedule.

Materials:

Appropriate reference materials.

Evaluation:

Conference with specialist concerning the performance of the plan.

Number: 3063 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Contingency Contracting

Target Population: C/U

Behavioral Objectives: 1

The instructor will write a report describing possible applications and advantages of self-contracting procedures in a university classroom situation.

Treatment:

The instructor will write a report briefly describing the nature of a university class typically taught by the instructor and describe the procedure and possible advantages of self-contracting in the situation.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Written report.

Number: 3064 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Progress Checks

Target Population: Pre-S., Elem., In-S. -- C/U, Admin. (Obj. 1 and 3 only)

Behavioral Objectives: 3

(1) The student will describe a progress check and its function and position in an instructional sequence.
(2) The student will prepare a progress check for a unit of instructional material suitable for a given level of elementary instruction.
(3) The student will describe the purpose served by progress checks with regard to the following:
   a. the teacher
   b. the elementary student

Treatment:

The student will define "Progress check" and its function in an instructional sequence. Once the students have grasped the meaning of progress check, students can progress check each other on their daily assignments.. Progress checks will be written and checked by students, then submitted to the instructor.

Materials:

Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom." C'Debaca, P. and Cottingham, L. "Beginning Learning."

Observation of a CM classroom. Analysis of programed instruction materials which have built-in progress checks.

Evaluation:

Given a unit of instructional material, the student will prepare a progress check.

Number: 3065 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Progress Checks

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1 only)

Behavioral Objectives: 4

(1) Given a situation in which several elementary students fail to pass a given progress check, the student will identify the problem and describe an appropriate solution.
(2) Given the progress check records earned by a group of elementary pupils, the student will identify areas of academic weakness and strength for each pupil.
(3) The student will describe some alternative actions to be taken when an elementary pupil fails to pass a progress check.
(4) Given a case study in which an elementary student fails to pass a progress check and the specified reason for the failure, the student will describe the appropriate remedial action.

Treatment:

In a report, the student will define the function and purpose of progress checks. Given case studies in which elementary students fail to pass a progress check, the student will:
(1) identify the problem
(2) describe alternative actions to be taken
(3) specify the reason for failure
(4) describe appropriate remedial action.

Materials:

Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education." Observation of CM Class and Analysis of progress check failures.

Evaluation:

Special exercise in analyzing the progress check records of elementary pupils.

Number: 3066

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Progress Checks

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 1

The student will:
- a. write a series of progress checks to elementary pupils at the appropriate time
- b. administer the progress checks to elementary pupils at the appropriate time
- c. identify areas of academic weakness and strength for each student.
- d. evaluate the progress checks.

Treatment:

In an elementary classroom situation the student will through reports, records, and activities write a series of progress checks for elementary pupils at the appropriate time; administer the progress checks to elementary pupils at the appropriate time; identify areas of academic weakness and strength for each student; and evaluate the progress checks.

Materials:

C'Debaca, P. and Cottingham, L. "Beginning Learning." Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom." Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Instructor will rate student on performance and written material. A teacher-made test will also be given.

Number: 3067 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Progress Check

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will demonstrate knowledge of possible uses for progress checks in a university classroom situation and describe how each might affect traditional grading or instruction procedures.
(2) The instructor will list examples of university classroom situations in which progress checks have been used, describe how progress checks were used in each case, and identify the significant results.

Treatment:

In group discussion, the instructors will compile a list of examples of university classroom situations in which progress checks have or could have been used. Each example will then be discussed in terms of the actual or potential results. Each instructor will write a brief report listing the possible uses of progress checks in one of his classes and describe how each would influence instruction and grading.

Materials:

C'Debaca, P. and Cottingham, L. "Beginning Learning." Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

Evaluation:

Written report.

Number: 3068 ---

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Contingency Management

Topic: Progress Check

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to describe progress checks in reference to his administrative activities, the administrator will:

a. identify what system of progress checks or feedback is currently available
b. evaluate the system
c. describe a possible new system designed to provide more feedback information to both the administrator and his staff.

Treatment:

The administrator will analyze his administrative activities in terms of a system of progress checks and design a new system which provides more feedback information to himself and his staff.

Materials:

C'Debaca, P. and Cottingham, L. "Beginning Learning." Csanyi, A. P. and Chadwick, M. A. "Procedures for Establishing a Contingency Managed Classroom."

Evaluation:

Self and staff appraisal of the results.

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7. Homme, L. E. "Contiguity Theory and Contingency Management." Albuquerque: Westinghouse Behavioral Research Laboratory, 1966.

8. Homme, L. E. "Premack's Principle Practically Applied." Albuquerque: Westinghouse Behavioral Research Laboratory, 1966.

9. Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education." Paper prepared for the Southwestern Cooperative Educational Laboratory, Inc. Albuquerque: Behavior Systems Department, Westinghouse Learning Corporation, 1966.

10. Homme, L. E. and Tosti, D. T. "Contingency Management and Motivation." NSPI Journal, 4 (September, 1965).

11. Homme, L. E.; C'Debaca, P; and Cottingham, L. "What Behavioral Engineering Is." Albuquerque: Behavior Systems Division, Westinghouse Learning Corporation, 1966.

12. Homme, L. E.; C'Debaca, P.; Devine, J. V.; Steinhorst, R.; and Rickert, E. J. "Use of the Premack Principle in Controlling the Behavior of Nursery School Children," Journal of the Experimental Analysis of Behavior, 6 (October, 1963).

13. Sapon, S. M. "Contingency Management in the Modification of Verbal Behavior in Disadvantaged Children." Paper presented at the American Psychological Association, Washington, D. C., September, 1967.

14. "A System for Teaching English Literacy to Preschool Indian Children." A final report, October 11, 1965, Contract 14-20-065001506, Bureau of Indian Affairs, U. S. Department of Interior. Pittsburgh: Westinghouse Research Laboratories, 1965.

SELF-MANAGEMENT

Number: 3069 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Self-Contracting

Target Population: Pre-S., Elem., In-S. -- Admin. (Obj. 1, 2, 3, only)

Behavioral Objectives: 6

(1) The student will define and delineate self-contracting.

(2) The student will describe self-contracting in regard to student motivation.

(3) The student will define a macro-contract and describe its function in the process of teaching self-contracting to elementary students.

(4) Given materials for a specified level of elementary instruction, the student will construct macro-contracts suitable for use at that level.

(5) Given the instruction to teach the principles of self-contracting, the student will:
  a. select appropriate materials
  b. present those materials in a simulated classroom situation
  c. evaluate the results.

(6) The student will teach the principles of self-management through:
  a. selection of appropriate materials
  b. presentation of those materials to elementary students
  c. evaluation of the results.

Treatment:

Through lecture, reading and discussion, the student will familiarize himself with the procedures and implications of self-contracting with emphasis placed on the construction of a macro-contract. The student will utilize the information gained by selecting the materials, organizing a plan for teaching the principles of self-contracting using macro-contracts, presenting the plan in a simulated classroom situation and evaluating the results.

In consultation with an instructor the student will improve, where needed, the teaching plan developed for the simulated classroom, present the revised teaching plan to elementary students, and evaluate the results.

Materials:

Rosenthal, R. *Experimenter Effects in Behavioral Research*. Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Materials selected for use in teaching presentation.

Evaluation:

Observation of performance in simulated and actual teaching situations. Teacher-made test.

Number: 3070 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Self-Contracting

Target Population: In-S

Behavioral Objectives: 1

The student will guide an intern in the selection of appropriate materials and the implementation of self-management techniques in his classroom.

Treatment:

The student will provide the appropriate reading materials, films, etc., for the intern. The student will discuss self-management techniques with the intern. Under the student's supervision, the intern will select appropriate materials and implement self-management techniques in the classroom.

Materials:

Appropriate media and materials for the elementary classroom.

Evaluation:

The student's instructor will confer with him periodically as he supervises the intern.

Number: 3071 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Self-Contracting

Target Population: C/U, Admin

Behavioral Objectives: 2

(1) The student will observe the techniques of self-management as applied in an elementary classroom and write an evaluation of the effectiveness of the techniques.

(2) Given the instruction to explain the techniques of self-management to the parents of the elementary pupils in his school, the student will write a statement describing the techniques of self-management and the psychological principles underlying those techniques.

Treatment:

The student will review materials pertaining to self-management techniques, observe a classroom in which these techniques are applied and utilize examples from the observation in the preparation of a report explaining the techniques of self-management and the psychological principles underlying the techniques.

Materials:

Rosenthal, R. Experimenter Effects in Behavioral Research. Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Classroom observation. Media selected for use in presentation.

Evaluation:

Conference with an instructor and self-appraisal.

Number: 3072 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Self-Contracting

Target Population: In-S. -- Admin. (Obj. 2 only)

Behavioral Objectives: 2

(1) The student will apply the basic techniques of self-management in an elementary classroom and write an evaluation of the effectiveness of those techniques.

(2) The student will write a statement justifying the application of the techniques of self-management in an elementary classroom to:
a. his administrator
b. other teachers
c. parents of his elementary students
d. state and local school officials.

Treatment:

The student will outline the basic techniques of self-management, apply these in an elementary classroom and write an evaluation of the effectiveness of those techniques. In consultation with the instructor and peers, the student will prepare a statement containing the major advantages and shortcomings of the application of the self-management in an elementary classroom. During presentation, peers will role play the various parts of administrator, teachers, parents, and other school officials.

Materials:

Rosenthal, R. Experimenter Effects in Behavioral Research. Homme, L. E. and Csanyi, A. P. "Contingency Contracting, A System for Motivation Management in Education."

Evaluation:

Group and self-appraisal.

Number: 3073 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Contiguity Principle Applied to Self-Management

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will list and give an example of each of four implications of contiguity theory as applied to contingency management.

(2) Given descriptions of behavior problems solved through application of the principles of contingency management, the student will identify:

a. the problem area
b. the corrective contingency management procedures
c. the contiguity implications of the corrective procedures.

Treatment:

The student will read appropriate sources and during class discussion will list and give examples of each of four implications of contiguity theory as applied to contingency management. Using an appropriate case study, the student will prepare a written report indicating the problem area, the corrective contingency management procedures and the contiguity implications of the procedures.

Materials:

Homme, L. E. "Contiguity Theory and Contingency Management."
Case studies.

Evaluation:

Written report.

Number: 3074 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Contiguity Principle Applied to Self-Management

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the merit of the technique of requiring a pupil to review that part of a behavioral chain preceeding a response which is giving difficulty.

(2) Given descriptions of classroom behavior problems, the student will:

a. identify the problem response of each

b. identify the behavioral chain immediately preceeding the problem response.

Treatment:

Students will view videotapes demonstrating the analysis of chain responses and employing the technique of reviewing behavioral chain in performing difficult tasks. In small groups, students will practice identifying the elements of a behavioral chain in a specific skill well developed by the students. Following these activities, the student will analyze video recordings of classroom behavior problems to identify the problem response and its position in the behavioral chain.

Materials:

Homme, L. E.; C'Debaca, P.; and Cottingham, L. "What Behavioral Engineering Is."
Video recordings.

Evaluation:

Performance in analysis of behavior problem.

Number: 3075 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Contiguity Principle Applied to Self-Management

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to apply contiguity theory principles to self-management techniques, the instructor will:

a. identify an undesirable behavior
b. prepare an appropriate contingency contract, specifying the four implications of contiguity theory.
c. fulfill the specifications of that contract
d. evaluate the results.

Treatment:

After reading appropriate sources the instructor will identify through observation an undesirable behavior in a student, prepare a contingency contract to deal with the behavior, analyze the situation in terms of the implications of contiguity theory, apply the contract and evaluate the results.

Materials:

Homme, L. E. "Contiguity Theory and Contingency Management."
Observation of student.
Materials essential to fulfillment of contract.

Evaluation:

Observed results of procedure.

Number: 3076 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Elimination of Undesirable Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will define technique for elimination of undesirable behavior habits.
(2) The student will identify a personal form of undesirable behavior and describe a corrective procedure.
(3) Given a description of a classroom behavior problem, the student will:
    a. identify the undesirable behavior
    b. describe corrective procedures.

Treatment:

Following lectures and reading, the class will jointly develop a technique for eliminating undesirable behavior. Each student will apply the technique to a personal situation and outline on paper a corrective procedure. The student will observe a classroom, identify a behavior problem observed and describe corrective procedures. (Report to class.)

Materials:

Appropriate reading materials.
Field trip.

Evaluation:

Written and oral report.

Number: 3077 --

Context: CONTEMPORARY LEARNING-TEACHING PROCESS

Major Subject Area: Self-Management

Topic: Coverant Control

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will define coverant.

(2) The instructor will describe a covenant contract.

(3) Given the instruction to apply covenant control theory to his daily activities, the instructor will:

a. identify an undesirable coverant
b. identify an incompatible coverant
c. prepare an appropriate contract
d. fulfill the specifications of that contract
e. evaluate the results.

Treatment:

Using reading sources, the instructor will write a short report defining coverant and describing a coverant contract. The instructor will develop a plan for applying coverant control theory to his daily activities, report the plan to a resource specialist and, upon approval, carry out the plan.

Materials:

Homme, L. E. "Frequency Therapy: A Special Case of Contingency Management." Homme, L. E. "Control of Coverants, the Operants of the Mind."
Resource specialist.

Evaluation:

Conference with resource specialist. Written report.

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EDUCATIONAL

SPECIFICATIONS

FOR

SOCIETAL FACTORS

CONTEXT--SOCIETAL FACTORS

Major Subject Areas:		Specification Numbers:
1. Culture and Cultural Transmission		4001-4035
Topics:	1. Enculturation	4001-4006, 4013, 4018, 4021, 4023-4025
	2. Culture, Education, and Curriculum	4007, 4008, 4014, 4015, 4019, 4020, 4022, 4026, 4027, 4034, 4035
	3. The Impact of Mass Media	4009, 4010, 4028, 4029
	4. Discontinuity	4011, 4012, 4016, 4017, 4030-4033
2. Social Stratification and Social Mobility		4037-4076
Topics:	1. Social Stratification and Its Effect on Education	4037-4042, 4049, 4050, 4052, 4054, 4057, 4058, 4061, 4063-4067
	2. Social Mobility	4043-4047, 4056, 4068-4070, 4078
	3. Methods of Increasing Social Mobility	4048, 4051, 4053, 4055, 4059, 4060, 4062, 4071-4077
3. Demographic Forces		4079-4137
Topics:	1. Population Growth	4079, 4081-4083, 4093, 4094
	2. Geographic Mobility	4080, 4086-4092, 4095, 4096
	3. Population Distribution	4084, 4085, 4097, 4098
4. Cultural Change		4099-4137
Topics:	1. Cultural Lag Problems in the School	4099-4102, 4114, 4119, 4120, 4134, 4124-4127
	2. The Expanding Role of the School	4103, 4115, 4123
	3. Modification of Educational Processes by Technology	4104, 4105, 4122, 4128, 4129, 4137
	4. Theories of Social Change	4106-4108, 4116-4118, 4121, 4130, 4135
	5. Response of Education to Socio-Cultural Change	4109-4113, 4131-4133, 4136
5. Social Control		4138-4152
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	2. The Role of Community Pressure Groups in Control of Education	4140-4145, 4150-4152

		3.	The Role of Federal, State, and Local Government in Control of Education	4146
		4.	The Role of Teacher Organizations in Control of Education	4147
		5.	The Effect of Religious Control on Education	4148
		6.	The Role of Industry in Control of Education	4149
6.	Education as a Social Institution			4153-4169
	Topics:	1.	Interactional Patterns	4153-4156, 4163, 4165-4169
		2.	Bureaucratic Hierarchy	4157-4159, 4164
		3.	Career Patterns of Teachers	4160, 4161
		4.	Differential Standards that Affect the Status of the Profession	4162

CULTURE AND CULTURAL TRANSMISSION

Number: 4001 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will define:
- a. culture
- b. cultural values
- c. enculturation.

Treatment:

Instructor will provide students with a definition sheet containing the terms stated in objective. Student need not memorize but he should be able to explain basic components in each statement.

Materials:

Kneller, G. K. Educational Anthropology.
Definition sheet.

Evaluation:

Paper and pencil test to see if (a), (b), (c) above are understood.

Number: 4002 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will list:
- a. major agencies of enculturation
- b. the preconditions necessary for enculturation
- c. examples of cultural values
- d. relationship between cultural attitudes, achievement motivation, and social development
- e. ways in which cultural values are symbolized in various cultures.

(2) The student will list the influences of different cultures:
    a. on his own behavior
    b. on the socialization of children
    c. as shown in the behavior of elementary students.

Treatment:

After viewing film Four Families and completing reading assignment, students in small group discussions will complete lists as stated in objectives.

Materials:

Elkin, F. The Child and Society. Bronfenbenner, U. "The American Child: A Speculative Analysis," in Havighurst, R.; Neugarten, B.; and Falk, J. Society and Education.
Four Families (16mm motion picture).

Evaluation:

Lists created by students will be evaluated for accuracy of instructor..

Number: 4003 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe:
    a. the methods of cultural transmission
    b. the function of enculturation.

Treatment:

The student will role play someone engaging in cultural transmission (e.g., parent, teacher). The student will explain after the role play the specific function of the manifested behavior.

Materials:

The student shall be encouraged to read a variety of texts, any one of which might describe transmission activities in any cultural setting. One good general reader is Goodman, M. E. The Individual and Culture. Jules, H. Culture Against Man.

Evaluation:

The student's role play will be evaluated by peers and instructor on a rating scale.

Number: 4004 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) Given various sample situations involving interactions (a) among elementary students within a cultural group, and (b) among elementary students from various cultural groups, the student will identify the verbal expressions, facial expressions, and physical actions, and describe how these expressions identify the elementary students as members of their respective cultural groups.

(2) Given various sample situations involving interaction between a teacher and elementary students from various cultural groups, the student will describe how the expressions and behaviors of the teacher reflect the influence of his culture, and will identify their effect on the pupils.

(3) Given various sample situations involving interactions between a teacher and pupils from various cultural groups, the student will:

a. predict his own reaction and the effect on his pupils
b. identify an alternative reaction that would have had a more desirable effect on his students (if necessary).

Treatment:

The student will view a videotape depicting a classroom composed of children from various cultural backgrounds. The student will analyze various situations shown in the tape taking notes especially in regard to cultural reactions on the part of teacher and/or children.

Materials:

Landes, R. Culture in American Education.
Videotape.

Evaluation:

Students will turn in notes of their videotape analysis. The instructor will read these to see if the student has understood the concepts listed.

Number: 4005 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., Elem., In-S.

Behavioral Objectives: 2

(1) In various role-playing situations in which an elementary student makes statements that would be unacceptable to the teacher, the student will react in a way that seemed likely to elicit desirable behavior from the elementary students.

(2) Given a concept to teach elementary students from various cultural groups, the student will observe a videotape replay of his interaction with the elementary students, and describe how his expressions reflect the influence of his culture, and their effect on the elementary students.

Treatment:

In a structured situation arranged in a classroom with elementary children, the student will be expected to react to various situations. The student will immediately thereafter view a videotape replay of the situation.

Materials:

Spindler, G. Education and Culture.
Videotape.

Evaluation:

In a conference following the videotape viewing, the student will be expected to share with instructor perceptive evaluations of his own behavior.

Number: 4006 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe how elementary students can be taught desirable cultural traits in the classroom.

Treatment:

The instructor will lecture on topic stated in objective.

Materials:

Spindler, G. Education and Culture.

Evaluation:

Student will individually list methods by which desirable cutural traits can be taught in the classroom based on readings, lecture, and previous film observations.

Number: 4013 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 2

(1) The student will develop a procedure for identifying cultural values and characteristic behaviors of:

- a. elementary students in his school
- b. parents of the elementary students.

(2) Given specific problem situations with elementary students involving cultural values, the student will demonstrate an appropriate method of solving each problem.

Treatment:

Student will view 16mm sound film (or videotape) of a school situation involving:

(1) teacher-pupil interaction
(2) teacher-parent interaction.

Materials:

Landes, R. Culture in American Education.
Film or videotape.

Evaluation:

Student will write a case study report reacting to audio-visual scenerio. Report must stress points made in objectives.

Number: 4018 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: Admin.

Behavioral Objectives: 1

The student will develop a procedure for identifying cultural values and characteristic behaviors of the people with whom he comes into contact such as:

- a. business and industry groups
- b. religious groups
- c. social groups.

Treatment:

Class will be divided into three groups each to gather materials (e.g., brochures, manuals, policy statements, speeches, etc.) from (a), (b), or (c) above. Representatives of such groups might be invited to class to offer clarifications.

Materials:

Rogers, V. "Differences in Criticisms" in Nussel, E. and Sprandel, C. An Introduction to the Foundations of Education. Also in Phi Delta Kappa, 33 (December, 1951), 226. Selakovich, D. The Schools and American Society.

Evaluation:

From information gleaned in treatment, each group will produce a statement illustrating procedures utilized in understanding cultural values of group studied.

Number: 4021 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: C/U

Behavioral Objectives: 2

(1) The student will define:
  a. culture
  b. cultural values
  c. enculturation.
(2) The student will list:
  a. the major agencies of enculturation
  b. the preconditions necessary for enculturation
  c. examples of cultural values.
  d. relationship between cultural attitudes, achievement motivation and social development.
  e. ways in which cultural values are symbolized in various cultures.

Treatment:

The instructor will lecture, clarifying terms through definition and pointing out how enculturation takes place.

Materials:

White, L. A. The Evolution of Culture.

Evaluation:

Paper and pencil test-essay stressing cultural transmission.

Number: 4023 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: C/U

Behavioral Objectives: 1

The student will list the influences of different cultures:
  a. on his own behavior
  b. on the socialization of children
  c. as shown in the behavior of elementary students.

Treatment:

Videotape situations depicting behavior of elementary and university students presented. Reaction of student played back and his behavior assessed.

Materials:

Any general anthropology text that offers cross-cultural comparisons of enculturation.

Videotapes.

Evaluation:

Self-evaluation of behavior of videotape replay.

Number: 4024 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: C/U

Behavioral Objectives: 1

The student will describe:
  a. the methods of cultural transmission
  b. the function of enculturation.

Treatment:

Film clips illustrating behavior mentioned in objective. Instructor will lecture on symboling process and use film to clarify his major points.

Materials:

Benedict, R. Patterns of Culture. Goodman, M. E. The Individual and Culture. White, L. The Evolution of Culture. Other Culture and Personality texts.

Evaluation:

On a play-back of film, students will be expected to identify cultural groups on a paper and pencil test.

Number: 4025 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Enculturation

Target Population: C/U

Behavioral Objectives: 2

(1) Given various sample situations involving interactions:
    a. among elementary students within a cultural group, and
    b. among elementary students from various cultural groups,
    the student will identify the verbal expressions, facial expressions, and physical actions, and describe how these expressions identify the elementary students as members of their respective cultural groups.

(2) Given various sample situations involving interactions between a teacher and elementary students from various cultural groups, the student will:
    a. predict his own reaction and the effect on his pupils
    b. identify an alternative reaction that would have had a more desirable effect on his pupils.

Treatment:

Spontaneous role playing situations will be arranged in classroom between instructor and university students and between classroom students and university students.

Materials:

Spindler, G. Education and Culture.

Evaluation:

Students take notes on situations, discuss, and hand in notes for instructor assessment.

Number: 4007 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will define:
  a. cultural unit
  b. his own philosophy of education
  c. other attitudes and philosophies of education.

(2) Given various descriptions that reflect attitudes toward education, the student will identify these attitudes.

Treatment:

The student will make a master chart showing the metaphysics, epistemology, axiology, and basic educational beliefs of at least four systems of philosophy. The student will then analyze the relevance of each system for American education in a given cultural unit and defend his own philosophy of education.

Materials:

Brameld, T. *Philosophies of Education in Cultural Perspective*. Nussel, E.; Sprandel, C.; and Repashy, A. *An Introduction to the Foundations of Education*.

Evaluation:

The instructor will assess the quality of student performance outlined in treatment above.

Number: 4008 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the forces causing cultural and curricular change today.

(2) The student will describe the relationship between contemporary curricular problems, and educational philosophy.

Treatment:

Write a critical book review of Selakovich, The Schools and American Society stressing objectives above in making the analysis.

Materials:

Selakovich, D. The Schools and American Society.

Evaluation:

The instructor will evaluate the book review in view of objectives stated above.

Number: 4014 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 1

Given specific problem situations with parents of elementary students involving cultural values, the student will:

a. prepare a statement for the parents
b. prepare a statement for the administrator to inform or request further action.

Treatment:

Show film The Test (16mm sound).

Materials:

Selakovich, D. The Schools and American Society.
Canadian Film Board 16mm sound film, The Test (approx. 40 min.)

Evaluation:

Based on situation depicted in film, student will react in terms of (a) and (b) in objective. The instructor will evaluate the statements.

Number: 4015 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 1

In role playing situations involving parental comments or questions representative of their culture, the student will react in a way that would elicit desired parent behavior.

Treatment:

Instructor will organize a role playing situation involving a teacher-parent confrontation. Parent reacts to teacher pressuring child to attend college and parent objects.

Materials:

Spindler, G. Education and Culture. Thomas, R. M. Social Differences in the Classroom.

Evaluation:

Discussion of role play by teacher by instructor and class. Evaluation should include positive as well as negative assessments of teacher behavior.

Number: 4019 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Admin.

Behavioral Objectives: 3

(1) Given specific problem situations with people in the community involving cultural values, the student will demonstrate a reasonable method of attempting to solve each problem.

(2) The student will observe and evaluate the effectiveness of the teacher's methods of solving cultural problems with elementary students and their parents.

(3) Given various statements from his teachers informing him of cultural problems and requesting his assistance, the student will:

a. prepare a reasonable solution
b. present it in simulated situations.

Treatment:

The student will gather data from interviews with (1) parents in his school community and (2) teachers in his school regarding school-community problems. He will also ask his subjects for possible solutions. He will prepare scripts to simulate situations and present these in class.

Materials:

A good text for any community survey work is Warren, R. L. *Studying Your Community*.
Interview schedule.

Evaluation:

Solutions to simulated situations will be evaluated by instructor and class.

Number: 4020 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Supp..

Behavioral Objectives: 2

(1) The student will develop a plan for interacting with elementary students for the purpose of:
   a. encouraging their current progress and preventing possible problems arising from cultural differences
   b. identifying the basis of difficulties and helping the elementary students adopt desirable alternate behavior.
(2) In various role playing situations, the student will implement the plan in Objective 1.

Treatment:

Students will be expected to interact with children perceived as "culturally different." This interaction will be "open-ended" in selected schools. On the basis of this experience students are to write up case situations in a role play format illustrating problems and possible solutions as depicted by the children.

Materials:

Briggs, W. A. and Hummel, D. L. *Counseling Minority Group Youth*.

Evaluation:

Role playing will be inacted for class assessment and evaluation by instructor. Analysis and recommendations by student will be major criteria.

Number: 4022 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Supp.

Behavioral Objectives: 2

(1) The student will develop a system for keeping records of guidance and counseling activities and distribute appropriate information and recommend actions to teachers.

(2) The student will keep cumulative records on each child and interpret cultural factors to other staff members.

Treatment:

Using overhead (or opaque) projector, instructor will illustrate various forms and explain the uses of each for school personnel. Students will be expected to make scrapbooks showing forms currently utilized in their school. Students bring sample records of children to class and interpret cultural factors.

Materials:

Forms and cumulative records of children.

Evaluation:

Scrapbooks and interpretation of cultural factors will be made by instructor.

Number: 4026 --

Context: **SOCIETAL FACTORS**

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) In various role playing situations in which an elementary student makes statements that would be unacceptable to the teacher, the student will react in a way that seemed likely to elicit desirable behavior from the elementary students.

(2) Given a concept to teach elementary students from various cultural groups, the student will observe a videotape replay of his interaction with the elementary students, and describe how his expressions reflect the influence of his culture, and their effect on the elementary students. The student will describe how elementary students can be taught desirable cultural traits in the classroom.

Treatment:

The instructor will prepare a lecture on "Societal Factors Effecting a Philosophy of Curriculum."

Materials:

Beauchamp, G. A. The Curriculum and Elementary School.

Evaluation:

Paper and pencil essay test emphasizing curricular change.

Number: 4027 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: C/U

Behavioral Objectives: 2

(1) The student will define:
- a. cultural unit
- b. his own philosophy of education
- c. other attitudes and philosophies of education.

(2) Given various descriptions that reflect attitudes toward education, the student will identify these attitudes.

Treatment:

In open discussion, various solutions to curricular problems will be explored. Students will then interview a sample of citizens in the community to discover what the people know about school curriculum and what solutions they wish to offer.

Materials:

Beauchamp, G. The Curriculum and the Elementary School. Warren, R. Studying Your Community.
Interview forms.

Evaluation:

Discussion and evaluation of responses from interviews.

Number: 4034 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: C/U

Behavioral Objectives: 2

(1) The student will develop a procedure for identifying cultural values and characteristic behaviors of the people with whom he comes into contact such as:

  a. business and industry groups
  b. religious groups
  c. social groups.

(2) Given specific problem situations with people in the community involving cultural values, the student will demonstrate a reasonable method of attempting to solve each problem.

Treatment:

Members of class divide into groups to survey educational values of various community groups. Findings are reported back to class, problems are defined and analyzed and possible solutions offered.

Materials:

Selltiz, C.; Jahoda, M.; Deutsch, M.; and Cook, S. Research Methods in Social Relations.

Evaluation:

Quality of surveys evaluated by instructor with emphasis on problem solution.

Number: 4035 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Culture, Education, and Curriculum

Target Population: C/U, Admin., Supp.

Behavioral Objectives: 2

(1) The student will observe and evaluate the effectiveness of the teachers' methods of solving cultural problems with elementary students and their parents.

(2) Given various statements from his teachers informing him of cultural problems and requesting his assistance, the student will:

  a. prepare a reasonable solution
  b. present it in simulated situations.

Treatment:

Role playing situations will be arranged showing:
(1) interactions between students and faculty
(2) interactions between faculty and faculty.
Each show problems and class members will offer solutions.

Materials:

Scripts.

Evaluation:

Quality of solutions will be assessed by instructor.

Number: 4009 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: The Impact of Mass Media

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the problems concerning the socializing influence of the mass media.

(2) The student will describe the primary ways in which mass media influence society.

Treatment:

The student will bring three specific examples to class of different media techniques of socialization. Suggest tapes, pictures from advertisements, and perhaps a film clip. The student will describe how socialization is carried out in the example.

Materials:

Elkin, F. The Child and Society.
Tapes, films, pictures, etc.

Evaluation:

Student demonstration will be evaluated by peers and instructor.

Number: 4010 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: The Impact of Mass Media

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given concepts to be taught the student will:
- a. prepare a plan for eliciting the elementary students' contribution of information obtained from exposure to mass media.
- b. implement the plan in a simulated situation.

Treatment:

The student is to write a script of how he perceives an elementary child would be influenced by a given T.V. program. Discussion of situation with student's class follows.

Materials:

Rosenberg, B. and White, D. M. (Eds.) Mass Cultures: The Popular Arts in America.

Evaluation:

Script evaluation by peers and instructor. Paper and pencil test that induces student to list and analyze impact of various media on socialization.

Number: 4028 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: The Impact of Mass Media

Target Population: C/U

Behavioral Objectives: 2

(1) The student will describe the forces causing cultural and curricular change today.

(2) The student will describe the relationship between contemporary curricular problems, and educational philosophy.

Treatment:

The instructor will lecture about the mass media as described in objectives.

Materials:

Rosenberg, B. and White, D. M. (Eds.) Mass Cultures: The Popular Arts in America.

Evaluation:

Essay exam reflecting objectives.

Number: 4029 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: The Impact of Mass Media

Target Population: C/U

Behavioral Objectives: 3

(1) The student will describe the problems concerning the socializing influence of the mass media.
(2) The student will describe the primary ways in which mass media influence society.
(3) Given concepts to be taught the student will:
   a. prepare a plan for eliciting the elementary students' contribution of information obtained from exposure to mass media
   b. implement the plan in a simulated situation.

Treatment:

Students will make scrapbooks showing various kinds of media influence (commercials, advertisements, scripts, pictures, etc.). Students write evaluations of each. In simulation situations samples from scrapbook offered.

Materials:

Rosenberg, B. and White, D. M. (Eds.). Mass Cultures: The Popular Arts in America.
Scrapbooks.

Evaluation:

Scrapbooks will be evaluated by instructor with emphasis on analysis. Simulations will be evaluated by peers and instructor.

Number: 4011 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will define discontinuity and list its characteristics and the effects on the mental and physical health of elementary students.

Treatment:

The instructor will lecture to fulfill objectives.

Materials:

Kneller, G. Educational Anthropology. Spindler, G. Education and Culture.

Evaluation:

Essay test based on objective and treatment above.

Number: 4012 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will give examples of discontinuities in American culture and will discuss their effects on children and their implications for education.

Treatment:

Student is to read about socialization (and discontinuities) in the United States and among other cultures. In particular, he is to read about the Israeli Kibbutz noting how the people there attempt to avoid discontinuities. He will write an essay stressing what the objective seeks.

Materials:

Bettelheim, B. "Does Communal Education Work?" Commentary. Goodman, P. Growing Up Absurd. Spiro, E. Children of the Kibbutz.

Evaluation:

Instructor will evaluate essay in view of objective.

Number: 4016 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 2

(1) The student will explain why schools have been largely responsible for discontinuity and will identify the age group most affected.

(2) The student will describe how discontinuity may be minimized to promote the mental and physical health of elementary students.

Treatment:

Instructor will lecture to fulfill objectives.

Materials:

Goodman, P. *Growing Up Absurd*. Kneller, G. *Educational Anthropology*. Nordstrom, C.; Friedenberg, E. Z.; and Gold, H. A. *Society's Children*.

Evaluation:

Paper and pencil essay test that will evaluate in terms of objectives.

Number: 4017 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 1

Given specific sample situations, the student will describe how these conditions exemplify discontinuity, and what can be done to minimize discontinuity at the elementary level.

Treatment:

Using time on Saturday morning, student will interview three adolescents in their homes and attempt to glean from the discontinuities they perceived as elementary students.

Materials:

Interview schedule (student made, instructor approved). Three hours.

Evaluation:

Student will list discontinuities perceived as a result of interviews and offer recommendations for correction.

Number: 4030 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: C/U

Behavioral Objectives: 1

The student will define discontinuity and list its characteristics and the effects on the mental and physical health of elementary students.

Treatment:

The instructor will lecture on discontinuity in terms of objectives.

Materials:

Goodman, M. E. The Individual and Culture. Kneller, G. F. Educational Anthropology.

Grambs position paper and Nussel response.

Hand-out sheet illustrating various causes of discontinuity in American society.

Evaluation:

Students will orally relate knowledge of discontinuity in class setting.

Number: 4031 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: C/U

Behavioral Objectives: 1

The student will give examples of discontinuities in American culture and will discuss their effects on children and their implications for education.

Treatment:

Film clips will be used to illustrate instructor's presentation of situations of discontinuity.

Materials:

Katope, C. G. and Zolbrod, P. G. (Eds.). Beyond Berkeley. Lloyd-Jones, E. M. and Estrin, H. A. (Eds.). The American Student and His College.

Evaluation:

Students will be expected to react to situations (on film) and discuss discontinuity illustrated.

Number: 4032 ---

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: In-S.

Behavioral Objectives: 4

(1) The student will develop a procedure for identifying cultural values and characteristic behaviors of:
  a. elementary students in his school
  b. parents of the elementary students.

(2) Given specific problem situations with elementary students involving cultural values, the student will demonstrate an appropriate method of solving each problem.

(3) Given specific problem situations with parents of elementary students involving cultural values, the student will:
  a. prepare a statement for the parents
  b. prepare a statement for the administrator to inform or request further action.

(4) In role playing situations involving parental comments or questions representative of their culture, the student will react in a way that would elicit desired parent behavior. The student will explain why schools have been largely responsible for discontinuity and will identify the age group most affected.

Treatment:

A group of about five or six class members will present a dramatization which they have created illustrating cultural conflicts as depicted in objectives. Another group will be reactors offering solutions while rest of class offers alternatives in open discussion.

Materials:

Katope, C. and Zolbrod, P. Beyond Berkeley. Lloyd-Jones, E. and Estrin, H. (Eds.) The American Student and His College.
Scripts.

Evaluation:

Instructor will evaluate through synthesizing entire group activity.

Number: 4033 --

Context: SOCIETAL FACTORS

Major Subject Area: Culture and Cultural Transmission

Topic: Discontinuity

Target Population: C/U

Behavioral Objectives: 1

The student will describe how discontinuity may be minimized to promote the mental and physical health of elementary students.

Treatment:

A resource person from the University Counseling and Testing Bureau will explain how the service functions and the way in which records are maintained. Students will react in ways that show how such a service assists them.

Materials:

Sample records duplicated for class.

Evaluation:

Instructor shows record samples on overhead and students on a paper and pencil test explain how such records are used.

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22. Warren, Ronald L. *Studying Your Community*. New York: Free Press, 1965.

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SOCIAL STRATIFICATION AND SOCIAL MOBILITY

Number: 4037 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 2

(1) The student will define society, social institution, status, social norm, social role, and role expectations.

(2) The student will list and describe the variables in social stratification.

Treatment:

Continue use of definition sheet and lecture will include terms in objective (e.g. society, social institution, status, social norm, social role, and role expectation). Based on lecture and reading, student will list stratification variables.

Materials:

Warner, W. L. Social Class in America. Havighurst, R. and Nuegarten, B. Society and Education.

Evaluation:

Paper and pencil test (objective) identifying terms and variables.

Number: 4038 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

Given various examples of interactions between elementary students, teachers, parents, and other persons in the community, the student will identify or give examples of the operation of each of the variables in social stratification.

Treatment:

View a film or videotape illustrating various interactions of children and adults and draw inferences on social class variables affecting such behavior. Reading from Kahl is imperative before inferences can be intelligently framed.

Materials: Kahl, J. The American Class Structure.

Evaluation:

Open discussion in class centering around inferences gathered.

Number: 4039 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

The student will describe the influence of groups from various social strata on the schools in the areas of:

a. curriculum content
b. elementary student attitudes toward school and the educational process
c. elementary student attitudes toward students of other social strata
d. parental attitudes toward school and the education process.

Treatment:

Students will conduct a community survey (Throughout this subject area extensive use of community surveys will be recommended. The text, Studying Your Community by Roland L. Warren, will be most valuable.), to arrive at information in objective. They will first construct a questionnaire (For questionnaire construction many research texts are available. A good section on this topic can be found in Marie Jahoda, et al, Research Methods in Social Relations. Part Two, Selected Techniques, New York: The Dryden Press, 1951.), administer it, then report findings to rest of class. Class could be divided into groups to handle various segments of the exercise. Transparencies are suggested in reporting findings. Generalizations about community attitudes are imperative.

Materials:

Rosen, B. C., "Family Structure and Value Transmission," in Havighurst, R., Neugarten, B. and Falk, J. Society and Education.

Evaluation:

Findings will be shared with class and evaluated by class and instructor.

Number: 4040 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

Given descriptions of various curriculum deficiencies and the social strata of the elementary students of a given school, the student will:

a. prepare a plan for implementing necessary curriculum supplements in a way that is compatible with the values and customs of the social strata represented

b. present his plan in simulated situations in forms suitable for elementary students, parents, and members of the community.

Treatment:

As a result of community survey, student will make recommendations for curriculum reform. At a simulated evening P.T.A. meeting, students will demonstrate how such information can be transmitted to parents.

Materials:

Beauchamp, G. A. The Curriculum and the Elementary School.

Evaluation:

Videotape play-back of simulated meeting will be discussed and evaluated.

Number: 4041 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

Given various problem situations involving unfavorable attitudes of elementary students toward school and the education process resulting from the influence of their social strata, the student will:

- a. prepare and/or describe methods for modifying the attitudes of the elementary students by incorporating values and customs of their social strata into his school activities.
- b. implement the methods in simulated situations.

Treatment:

Instructor will present case studies of elementary pupils' social conflicts. A panel of pupils will be brought into class to present their case. Students will videotape simulated modification attempts.

Materials:

Ladd, E. T. and Sayres, W. C. Social Aspects of Education: A Casebook.

Evaluation:

Videotape playbacks will be evaluated by instructor.

Number: 4042 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

Given various problem situations arising from interactions between elementary students from different social strata, the student will:

- a. prepare methods for modifying the attitudes of the elementary students toward other students.
- b. implement the methods in simulated situations.

Treatment:

Student will be expected to spend time in an actual school setting and to record interactions observed between children and prepare simulations of interactions to be used in class setting university.

Materials:

Coleman, J. S. Adolescents and the Schools.

Evaluation:

Perception of interactions assessed by class and instructor.

Number: 4049 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: In-S., Admin., Supp.

Behavioral Objectives: 1

The student will prepare a description of the common behaviors of elementary students and parents for each social class represented in his school for orienting a teacher new to the school and community.

Treatment:

Using an adapted Warner scale, student will arrive at a "picture" model of the social class stratification system in his school. Field research and examination of child's cumulative records are imperative. Findings will be written up as part of an orientation manual for new teachers. Expected behaviors of each class included.

Materials:

Warner, W. L. Social Class in America. Kahl, J. The American Class Structure. Loeb, M. Social Work VI.
School recods. Field research work sheets.

Evaluation:

Quality of research and commentary evaluated by instructor.

Number: 4050 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: In-S., Admin., Supp.

Behavioral Objectives: 1

The student will evaluate the effectiveness of pre-service teachers in:
- a. implementing necessary curriculum supplements in ways that are compatible with values and customs of the social strata involved
- b. explaining the curriculum supplements to elementary students and parents.

Treatment:

Student is to initiate (or participate in) curriculum revision in his school. New materials developed should reflect information gathered (in

Specification No. 4049, objective 1. Explain new materials to pre-service personnel at school and show them how to use materials with children. At a meeting with parents explain materials.

Materials:

Beauchamp, G. The Curriculum and the Elementary School. Hickerson, N. Education for Alienation.

Evaluation:

University personnel will evaluate entire treatment at the involved school.

Number: 4052 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: In-S., Admin., Supp.

Behavioral Objectives: 1

The student will prepare statements to inform the administrator and the guidance counselor of problem situations arising from different social class backgrounds or to request assistance in solving the problems and will present in them in simulated situations.

Treatment:

Student is to interview parents and children when an apparent problem has been perceived. Social class information should be utilized. Case study will be written, analyzed, and include recommenations for alleviation. Through role playing, student will simulate one case study for university class.

Materials:

Selltiz, C. et al. Research Methods in Social Relations. Interviews: American Association of Social Workers. New York: 1928.
NORC pamphlet on interviewing.

Evaluation:

Written case study will be evaluated by instructor.

Number: 4054 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Admin.

Behavioral Objectives: 1

Given examples of various community activities, the student will identify behaviors of various social classes and will prepare summaries of behaviors for use by guidance counselors.

Treatment:

Student will prepare a handbook of various community organizations and estimate the degree of participation by children in his school. Field work and assistance by local government should facilitate this effort. Quality of referral service should be included.

Materials:

Warren, R. L. Studying Your Community.

Evaluation:

Quality of handbook will be assessed by instructor.

Number: 4057 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Admin.

Behavioral Objectives: 2

(1) The student will identify the stratification system and degree of mobility for teachers within his school organization.

(2) The student will develop those skills which will enable him to study the form of stratification within the school district in which he works.

Treatment:

The student will gather data on a sample of teachers that will illustrate their mobility within the system. Instructor will lecture on techniques of studying bureaucratic systems. Interviews are imperative in data gathering. Student will create a model of the bureaucracy and trace the mobility of a model teacher within that system.

Materials:

Blau, P. Bureaucracy in Modern Society. Corwin, R. G. A Sociology of Education.

Evaluation:

Depiction of model and teacher mobility will be assessed by instructor.

Number: 4058 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Supp.

Behavioral Objectives: 1

The student will develop a plan for systematically interacting with elementary students in informal situations to identify potential problems arising from social class backgrounds of elementary students with respect to curriculum content, elementary student attitudes toward school and the education process, and elementary student attitudes toward students of other social strata.

Treatment:

A practicum arrangement will be provided in a school setting. Student's interactions with children will be recorded on videotape and play-back will be carried out during university class. Student will be responsible for making arrangements in cooperation with school administration for meeting children.

Materials:

Van Hoose, W., Peters, M., Leonard, G. E. The Elementary School Counselor. Gibson, R. L. and Higgins, R. E. Techniques of Guidance.

Evaluation:

Planning arrangements will be evaluated by school administrator and reported to university instructor.

Number: 4061 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: Supp.

Behavioral Objectives: 1

Given summaries of various guidance and counseling sessions, the student will prepare appropriate information and advice for other teachers.

Treatment:

Using information gathered to fulfill previous objectives in a report to teachers, student will summarize the results of his counseling programs. Student will lead an open-ended discussion with teachers.

Materials:

Amos, W. E. and Grambs, J. D. Counseling in Disadvantaged Youth.
Wortens, J. Techniques in Counseling.

Evaluation:

Instructor will observe discussion and evaluate written report.

Number: 4063 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: C/U, Admin.

Behavioral Objectives: 2

(1) The instructor will define society, status, and social role, social institution, social norm, role expectations.

(2) The instructor will list and describe the variables in social stratification.

Treatment:

The instructor will give students a definition sheet covering terms in Objective 1. Class discussion will evaluate definitions and discuss quality of possible variables in stratification research.

Materials:

Hodkinson, H. Education in Social and Cultural Perspectives.
Definition sheet.

Evaluation:

Matching exam for terms--essay exam for variables. Quality of discussion also assessed by instructor.

Number: 4064 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: C/U, Admin.

Behavioral Objectives: 1

Given various examples of interactions between university students, faculty members, and other persons in the community, the instructor will identify those expressions that are evidence of variables in social stratification.

Treatment:

Instructor will write a computer-assisted program. Situations depicted provide for responses to various interactions that will be checked by computer. Student should keep trying until correct response is registered. Discussion of responses follow.

Materials:

Kahl, J. The American Class Structure. Warner, W. L. Social Class in America.
Computer and program.

Evaluation:

Computer tapes will be self-evaluated and studied by student. Quality of discussion will be assessed by instructor.

Number: 4065 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: C/U, Admin.

Behavioral Objectives: 2

(1) The instructor will describe the influence of groups from various social strata on the schools in the areas of:

- a. curriculum content
- b. elementary student attitudes toward school and the educational process
- c. elementary student attitudes toward students of other social strata
- d. parental attitudes toward school and the education process.

(2) The instructor will describe the influence of groups from various social strata on the university in the areas of:

- a. curriculum content,
- b. student attitudes toward education, and
- c. faculty attitudes toward education.

Treatment:

Class will divide into groups. Each will interview a different segment of the population (as mentioned in objectives) in order to ascertain influence of community groups on university. Instrument will be created in class.

Materials:

Graham, G. *The Public School in the American Community*. Warren R. L. *Studying Your Community*.
NORC interview manual.

Evaluation:

Group reports on interviews will be submitted to instructor for evaluation.

Number: 4066 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: C/U, Admin.

Behavioral Objectives: 1

Given descriptions of various university curriculum deficiencies and the social strata of the university students of a given university, the instructor will:

a. prepare a plan for implementing necessary curriculum supplements in a way that is compatible with the values and customs of the social strata represented
b. present his plan in simulated situations in forms suitable for university students, department staff, and members of the comm[illegible]

Treatment:

Instructor will prepare a curriculum revision plan for student assessment and revision. Small groups of students will prepare various revisions of instructor's plan. These revisions will be acted out in contrived examples.

Materials:

Taba, H. *Curriculum Development, Theory and Practice*.
Curriculum plans.

Evaluation:

Quality of contrived examples will be evaluated by class. Curriculum revision plans will be turned over to University Curriculum Committee for possible action.

Number: 4067 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Stratification and Its Effect on Education

Target Population: C/U, Admin.

Behavioral Objectives: 1

Given various problem situations arising from interactions between university students from different social strata, the instructor will:

a. prepare methods for modifying the attitudes of the university students toward other students
b. implement the methods in simulated situations.

Treatment:

Each member of class will interview students in order to perceive stratification problems among students. Role play problem in class setting and recommend alleviation of problem.

Materials:

Lloyd-Jones, E. M. and Estrin, H. A. The American Student and His College.

Evaluation:

Quality of role play and recommendations will be tentatively assessed. Where possible, follow-up to correct problem will be attempted and evaluation of success at a later date.

Number: 4043 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 3

(1) The student will list characteristics of an open class system.

(2) The student will describe succession and various types of mobility.

(3) The student will describe the degree of mobility from each class to other classes.

Treatment:

The instructor will lecture on "basic" considerations of social mobility stated in objectives.

Materials:

Hansen, D. A. and Gerstl, J. E. On Education: Sociological Perspectives. Havighurst, R. and Neugarten, B. Society and Education. Sorokin, P. A. Social and Cultural Mobility.

Evaluation:

Essay exam illustrating student perceptions of social mobility process in American culture.

Number: 4044 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

The student will describe differences in behavior, values, and attitudes of different social classes.

Treatment:

On the basis of classroom observations and assigned readings, student will write an essay depicting differential social class behavioral patterns.

Materials:

Gans, H. The Urban Villagers. Kahl, J. The American Class Structure. Loeb, M. B. "Social Class and the American Class System." Social Work.

Evaluation:

Instructor will evaluate essay.

Number: 4045 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 2

(1) The student will describe the ways in which the educational system discriminates against lower class students.
(2) The student will describe the inconsistency in ideology and practice with respect to the schools that has been underscored by research.

Treatment:

Student will test one hypothesis derived from readings on educational opportunity. Method of testing: interview inner-city elementary children and their parents. (Ex. -- Inner-city curriculums are not relevant for disadvantaged youth.)

Materials:

Herndon, J. The Way It Spozed To Be. Hickerson, N. Education for Alienation. Riessman, F. The Culturally Deprived Child. Rosenthal, R. and Jacobson, L. Pygmalion in the Classroom. Sexton, P. C. Education and Income.

Evaluation:

Presentation of research report (abstracted).

Number: 4046 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

The student will describe the discrepancy between the mobility implied by the idealized goals of the Protestant Ethic and the present mobility of society and will list the implications for the elementary schools.

Treatment:

Students will do library research; reading civil rights legislation and major court decisions concerning desegregation of the schools. List will be supplied by instractor. From library information, student will synthesize status of school desegregation in precise terms.

4

Materials:

Corwin, R. G. A Sociology of Education.
Court decisions and copies of legislation.

Evaluation:

Written reports will be evaluated by instructor or paper-pencil test on decisions and legislation.

Number: 4047 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 1

The student will describe the effects of segregation and stratification on children from minority and low income groups.

Treatment:

Student will implement treatments of previous objectives in meeting this objective; e.g., field research, library research, assigned readings, classroom observations, and class lectures. Based upon all sources, student will write a lengthy, comprehensive, research paper. This paper will be in two parts--(1) statement of a problem; i.e., segregation and (2) possible method remediation.

Materials:

All previous materials utilized in previous objectives.

Evaluation:

Paper will be read and evaluated by instructor. Thoroughness, perception and originality will be regarded as imperative.

Number: 4056 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Admin.

Behavioral Objectives: 1

Given various reports and requests from teachers and guidance counselors involving problems arising from different social class backgrounds, the student will analyze the situations, select a plan of action, and implement the plan in simulated situations.

Treatment:

Using data gathering methods regarding social class illustrated in previous treatments, student will offer possible solutions to problems reported by other staff. One such case will be dramatized for class.

Materials:

Fuchs. E. Pickets at the Gates.

Evaluation:

Quality of data gathering, analysis, and treatment will be assessed by instructor.

Number: 4068 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 3

(1) The instructor will list the characteristics of an open class system of stratification.
(2) The instructor will describe succession and various types of mobility.
(3) The instructor will describe the degree of mobility from each class to other classes.

Treatment:

The instructor, using transparencies and case histories, will describe social mobility patterns in United States. Students will write out an autobiographical account that describes their own mobility.

Materials:

Havighurst R. and Neugarten, B. Society and Education. Sorokin, P. A. Social and Cultural Mobility.
Transparencies.

Evaluation:

Essay exam.

Number: 4069 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 1

The instructor will describe the differences in behavior, values, and attitudes of different social classes.

Treatment:

Instructor will present a list of behaviors to class. Students, working together, using library resources, are to assign social class designation to each behavioral description.

Materials:

Corwin, R. A Sociology of Education. Kahl, J. The American Class Structure. Loeb, M. B. "Social Class and the American Class System."

Evaluation:

Lists will be discussed in class, compared, and evaluated by class members.

Number: 4070 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 3

(1) The instructor will describe the inconsistency in ideology and practice with respect to the schools that has been underscored by research.
(2) The instructor will describe the discrepancy between the mobility implied by the idealized goals of the Protestant Ethic and the present mobility of society and will list the implications for the universities.
(3) The instructor will describe the inconsistency between legislation concerning segregation and the degree of segregation that occurs in schools.

Treatment:

Instructor will lecture on educational ideological inconsistencies as stated in objectives. Student groups will survey university and community to discover if inconsistencies stated in research are present in local community and university. Analysis of situation and recommendations for change necessary.

Materials:

Sexton, P. C. Education and Income. Keller, S. I. "Social Origins and Career Lines of Three Generations of American Business Leaders." Rogin, L. "The Middle Class Bias of Our Schools."

Evaluation:

Reports will be made available (after class discussion) to concerned university and community leaders who will be invited to class to react to the contents.

Number: 4078 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Social Mobility

Target Population: Admin.

Behavioral Objectives: 1

The administrator will identify the stratification system and degree of mobility for persons within his department.

Treatment:

The student will use sociometric techniques to arrive at the presentation of a stratification model of persons in his department. He will prepare an explanation of the degree of expected mobility for each person depicted in model and defend his choice.

Materials:

Havighurst, R. and Neugarten, B. Society and Education. Jennings, H. H. Sociometry in Group Relations.

Evaluation:

The ability of student to use sociometric techniques and his defense of the stratification model will be assessed by instructor.

Number: 4048 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: Pre-S., Elem., In-S., Admin., Supp.

Behavioral Objectives: 3

(1) Given various problem situations in which social mobility is restricted, the student will identify the behaviors that preclude movement from one class to another.

(2) Given various behaviors that would preclude social mobility in specific situations, the student will identify alternate behaviors that would increase mobility and will develop a plan for elementary students to acquire those behaviors using methods and activities that are compatible with the social class of the elementary student.

(3) Given various simulated situations in which elementary students exhibit behaviors that would preclude social mobility, the student will implement the plan prepared above.

Treatment:

The student will observe children in a classroom setting and write up observations in view of objectives. The student will then re-create situations via simulations which will be acted out in university class. Alternate, "more favorable" behaviors will be identified by student.

Materials:

Coleman, R. C. and Neugarten, B. L. "Social Mobility in a Midwestern City," Havighurst, R. et al. Society and Education. Fantini, M. and Weinstein, G. The Disadvantaged: A Challenge to Education. Hansen, R. A. and Gerstl, J. Sociological Perspectives.

Evaluation:

The simulation, diagnosis will be evaluated by class and instructor.

Number: 4051

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: In-S., Admin., Supp.

Behavioral Objectives: 1

The student will evaluate the effectiveness of pre-service teachers in changing attitudes of elementary pupils toward school by:

a. incorporating values and customs of their social strata into his school activities

b. identifying reinforcers and making them contingent upon cooperativeness and desired behavior
c. structuring situations that help pupils of different social classes learn from one another.

Treatment:

Given a team teaching situation with pre-service teachers in team (e.g., R & I Unit), student will guide pre-service team members and set up situations where they can work with small groups of children. Student will observe activities and write up (or use videotape) and share same in university class.

Materials:

Riessman, F. The Culturally Deprived Child. Spindler, G. Education and Culture.
Videotape.

Evaluation:

Student will self-evaluate the success of his efforts to fulfill objectives.

Number: 4053 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: In-S., Admin., Supp.

Behavioral Objectives: 2

(1) The student will prepare a description of student behaviors that would increase the mobility of elementary students and methods and activites compatible with the social class of the students for use by pre-service teachers.
(2) The student will evaluate the effectiveness of pre-service teacrs in using methods and activities compatible with the social class of the students to establish behaviors that would increase the social mobility o elementary students.

Treatment:

In team (e.g., R & I) student will list behaviors of children by socl class and share same with pre-service teachers. Pre-service teachers wil be observed working with children. Conference with student and pre-servi teacher evaluating efforts of latter will be videotaped.

Materials:

Videotaping. Any good general methods text that discusses working with children.

Evaluation:

Videotape will be used for class evaluation of student's work with pre-service teachers.

Number: 4055 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: Admin.

Behavioral Objectives: 1

The student will evaluate the effectiveness of guidance counselor programs for treating social class problems.

Treatment:

A research study will be instituted to measure the degree of mobility achieved by lower-class students who have been counselled compared to lower-class students who were not counselled (from the same school). Mobility will mainly be restricted to educational level achieved.

Materials:

Coleman, J. S. Equal Educational Opportunity, Harvard Educational Review, (Winter, 1968). Kahl, J. "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, (Summer, 1953).

Evaluation:

Instructor will assist student in carrying out study and evaluate design.

Number: 4059 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: Supp.

Behavioral Objectives: 2

(1) The student will implement the plan in Specification 4058 in simulated situations in which:

a. the student initiates the interaction
b. the elementary student presents various actions and comments
c. the student responds appropriately and then directs the elementary student back into the regular activity
d. the student summarizes the interaction for his future reference and for other teachers.

(2) The student will implement the plan in Specification 4058 in simulated situations in which:
a. the elementary student initiates the interaction by various actions and comments
b. the student responds appropriately and directs the elementary student back into the regular activity
c. the student summarizes the interaction for his future reference and for other teachers.

Treatment:

Based on videotape experiences in Specification 4058, student will reconstruct specific interactions and report out problem, analysis of problem and recommendations for solution based on objectives.

Materials:

Glanz, E. C. and Hayes, R. W. Groups in Guidance.
Videotape.

Evaluation:

Oral report of reconstruction by student evaluated by instructor.

Number: 4060 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: Supp.

Behavioral Objectives: 2

(1) The student will develop a plan for guidance and counseling to reduce or eliminate problems arising from elementary student social class backgrounds including:
a. activities and projects in which guidance and counseling procedures would be disguised
b. routine guidance and couseling sessions.

(2) Given summaries of interactions between elementary students and a guidance counselor, the student will implement the plan in the above objective in simulated situations and will prepare a summary of each session.

Treatment:

At a school camp site, student will arrange for outdoor recreation and indoor "campfire" type group discussions where children from different social classes can interact with students. Sound films of these experiences will be made. Student will prepare a written report based on the films.

Materials:

Cartwright, D. and Zander, A. Group Dynamics. Sherif, M. et al. Intergroup Conflict and Cooperation: The Robber's Cave Experiment.
Logistical camp site arrangements. Films.

Evaluation:

Film and written report assessed by instructor.

Number: 4062 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: Supp.

Behavioral Objectives: 1

Given summaries of various guidance and counseling sessions, the student will prepare appropriate information and recommendations for parents and will make the presentation in simulated situations.

Treatment:

Modify report in previous specifications and prepare report for parents. Role-play, counselor-parent conference in class with parent reacting to report. Videotape.

Materials:

Ohlsen, M. M. Guidance Services in the Modern School.
Videotape.

Evaluation:

Class and self-evaluation of videotape using check list supplied by instructor.

Number: 4071 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 2

(1) Given various problem situations in which social mobility is restricted, the instructor will identify the behaviors that preclude movement from one class to another.

(2) Given various behaviors that would preclude social mobility in specific situations, the instructor will identify alternate behaviors that would increase mobility and will develop a plan for university students to acquire those behaviors using methods and activities that are compatible with the social class of the university student.

Treatment:

In view of above treatments, (e.g., lectures, reading, and field work), students will be required to write a peper commenting on obstacles to mobility in United States. They will offer recommendations for alleviating the problem especially at the university.

Materials:

Conant, J. B. Slums and Suburbs. Reeves, F. W. "Barriers to Higher Education." Toops, H. A. "The Prediction of College-Going."

Evaluation:

Paper will be evaluated by instructor.

Number: 4072 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 1

Given various simulated situations in which university students exhibit behaviors that would preclude social mobility, the instructor will implement the plan in the above objective.

Treatment:

Based upon information in the previous objectives, student will demonstrate through role playing obstacles to social mobility.

Materials:

King, E. J. Education and Social Class. O'Donovan, T. R. "Intergenerational Educational Mobility."

Evaluation:

Quality of role playing will be assessed by class.

Number: 4073 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 1

The instructor will analyze the social mobility within his department in order to identify the paths of mobility, and the behaviors and values that would open other paths.

Treatment:

Instructor will prepare case histories of colleagues who volunteer to participate. Students will use these as model reports. Students gather similar data on colleagues and generalize from data mobility paths of professors.

Materials:

Demereth, N. J. et al. Power, Presidents and Professors.
Case Histories.

Evaluation:

Since this lesson can only gather data on availability basis, no formal evaluation will be given. Informal discussion only.

Number: 4074 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 1

The instructor will prepare a description of the common behaviors of university students for each social class represented in his school for orienting an instructor new to the university and community.

Treatment:

The instructor will present students with a series of hypotheses about university student behavior and expect each student to test one which is assigned to him. Gather data by means of ten interviews. Write up, report, duplicate for class. One special group of students will take all reports and process them into one master report which will be given to new faculty.

Materials:

Lloyd-Jones, E. M. and Estrim, H. A. (Eds.) The American Student and His College.
Interview materials. Duplicator.

Evaluation:

Quality of individual reports will be assessed by instructor. A questionnaire will be given to new faculty member asking his assessment of total report.

Number: 4075 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 2

(1) The instructor will prepare a description of student behaviors that would increase the mobility of university students and methods and activities compatible with the social class of the students for use by department staff.

(2) The instructor will evaluate the effectiveness of department staff in using methods and activities compatible with the social class of the students to establish behaviors that would increase the social mobility of university students.

Treatment:

Using information gathered in treatment of the previous objective, students will gather information on (1) failure rates of university students and (2) occupational rating of employed graduates (using Warner scale). They will tape record a meeting where they share their findings with fellow department members. Recommendations for upgrading mobility included.

Materials:

Demereth, N. J. et al. Power, Presidents, and Professors. O'Donovan, T. R. "Intergenerational Educational Mobility."
Reports and Tapes

Evaluation:

Tapes will be played in class to assess quality of presentation. Failure rates and occupational records will be evaluated one year to measure success of in-service training.

Number: 4076 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: C/U, Admin.

Behavioral Objectives: 4

(1) The instructor will develop a plan for systematically interacting with university students in informal situations to identify potential problems arising from social class backgrounds of university students with respect to curriculum content, university student attitudes toward the university and the education process, and university student attitudes toward students of other social strata.

(2) The instructor will implement the plan in the above objective in taped situations in which:

a. the instructor initiates the interaction
b. the university student presents various actions and comments
c. the instructor responds appropriately and then directs the university student back into the regular activity
d. the instructor summarizes the interaction for his future reference and for other instructors.

(3) The instructor will implement the plan in the first objective in taped situations in which:

a. the university student initiates the interaction by various actions and comments
b. the instructor responds appropriately and directs the university student back into the regulat activity
c. the instructor summarizes the interaction for his future reference and for other instructors.

(4) The instructor will develop a plan for guidance and counseling to reduce or elminate problems arising from university student social class backgrounds including:

a. activities and projects in which guidance and counseling procedures would be disguised, and
b. routine guidance and counseling sessions.

Treatment:

Instructor will lecture on possible social class problems of university students and suggests ways in which informal situations for counseling might be arranged. Students will implement; e.g., become moderator of a fraternity. Student will tape record informal sessions with university students. Student will explain procedures implemented for tape listerners.

Materials:

Adams, J. F. Problems in Counseling. McKinney, F. Understanding Personality. Williamson, E. G. Student Personnel Services in Colleges and Universities.

Tapes.

Evaluation:

Student will self-evaluate his success in helping university students solve personal social class problems. Peers and instructor will evaluate the student's evaluation in class discussion.

Number: 4077 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Stratification and Social Mobility

Topic: Methods of Increasing Social Mobility

Target Population: Admin.

Behavioral Objectives: 1

Given various reports and requests from staff involving problems arising from different social class backgrounds, the administrator will analyze the situations, select a plan of action, and implement the plan in simulated situations.

Treatment:

Instructor will present printed case reports of class conflicts arising at the university. Student will be expected to write dramatizations of any two conflicts. After play he will analyze situation for class.

Materials:

Katope, C. G. and Zolbrod, P. G. Beyond Berkeley. Litwack, L.; Holmes, J.; and O'Hern, Jane. Critical Issues in Student Personnel Work.
Cases. Dramatizations.

Evaluation:

Ability of student to analyze and present possible solutions will be evaluated by peers and instructor.

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DEMOGRAPHIC FORCES

Number: 4079 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Growth

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the growth of population in the United States from World War I to the present and the effect it has had on the schools.

(2) The student will interpret projected population growth with respect to the expected number of elementary students in the United States for the projected number of teachers at the time he will graduate.

Treatment:

The instructor will lecture on United States population growth and how this growth is reflected in birth rates. Projections will be made of the effect on school enrollments.

Materials:

Gist, N. P. and Fava, S. Urban Society. Havighurst, R. and Neugarten B. Society and Education.

Transparencies showing bar graphs of population.

Evaluation:

Student will interpret graphical representations of population change by essay. He will predict effect of population change on the school. Assessed by instructor.

Number: 4081 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Growth

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe the processes of urbanization and suburbanization that have taken place in the United States with particular emphasis on suburban and inner-city areas.

Treatment:

Student will draw diagrams illustrating theories of urbanization. In a subsequent class discussion, he will be able to apply theories to his own local community. A panel from the City Planning Commission will discuss with the class how population changes are studied.

Materials:

Corwin, R. A Sociology of Education. Gist, N. and Fava, S. Urban Society. Kerber, A. and Bonmarito, B. The Schools and Urban Crisis.

Evaluation:

Student will be evaluated by his contribution to class discussion and interaction with commission members.

Number: 4082 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Growth

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe the effects that geographic mobility has had on education.

Treatment:

Instructor will furnish students with enrollment reports which illustrate turn-over rates at various schools. In an essay students will discuss reasons for such enrollment changes.

Materials:

Corwin, R. A Sociology of Education.
Enrollment records.

Evaluation:

Quality of analysis will be assessed by instructor.

Number: 4083 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Growth

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify the implications of geographic mobility for schools in the future in terms of:

a. standardization and specialization of curriculum content
b. treatment of problems arising from differences in culture
c. school finance
d. differential value structures.

Treatment:

Instructor will lecture.

Materials:

Havighurst, R. Education in Metropolitan Areas. Weyland, S. R. "Old Problems, New Faces, and New Standards." Education in Depressed Areas.

Evaluation:

Essay exam.

Number: 4093 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Growth

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the growth of population in the United States from World War I to the present and the effect it has had on the schools and universities.

Treatment:

Bar graph transparencies will be used by instructor to illustrate his lecture on population growth.

Materials:

Havighurst, R. and Neugarten, B. Society and Education. Transparencies. Overhead projector. U. S. Census, 1960.

Evaluation:

An objective exam featuring graphical representations will be given.

Number: 4094 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Growth

Target Population: C/U

Behavioral Objectives: 1

The instructor will interpret projected population growth with respect to:

a. the expected number of university students in the United States for the projected number of teachers for five years in advance

b. the types of educational environments that will be required or that may be used to accommodate university students within five years.

Treatment:

Student is to research census information and make line graphs showing various age groups of pre-college age children. On the basis of this data he is to make predictions indicated.

Materials:

Selltiz, C. et al. Research Methods in Social Relations.
U. S. Census, 1960.

Evaluation:

Line graphs will be presented in class and discussed. Assessment by instructor. Follow-up evaluations suggested.

Number: 4080 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe trends in geographic mobility of the United States population.

Treatment:

Student will make an individual map of the United States showing routes of population migrations. Key cities receiving such populations will be shown.

Materials:

Gist, N. and Fava S. Urban Society. Harrington, M. The Other America.
Individual outline maps. Report of President's Committee on Civil Distrubances.

Evaluation:

Accuracy of map will be assessed by instructor.

Number: 4086 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will devise a method for analysis of the mobility of the families represented in his classes to identify:

a. elementary students who may have difficulty adapting to the local values and customs
b. elementary students who have limited exposure to other social classess or cultural groups
c. elementary students who have experienced frequent dislocations.

Treatment:

Student will videotape his discussions with children as suggested. In class, he will offer means by which such children can be studied and helped.

Materials:

Strom, R. Teaching in the Slum School.
Videotape. Student cumulative records.

Evaluation:

Quality of interview will be assessed by class. Follow-up on children studied should be carried out at a later date to evaluate success of student's plan.

Number: 4087 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will develop methods and activities that will:
- a. enable the elementary students from relatively mobile families to adapt to the local values and customs and to share their previous cultural experiences
- b. supplement the limited cultural experiences of elementary students to prepare them for adaptation to other cultures that they might encounter beyond the local community.

Treatment:

(1) Student will conduct visits to homes of new pupils.
(2) Student will take pupils on field trips to familiarize them with community.
Student will write a report.

Materials:

Taba, H. and Elkins, D. Teaching Strategies for the Culturally Disadvantaged. Strom, R. Teaching in the Slum School. Warren, R. Studying Your Community.

Evaluation:

Student will self-evaluate the above with a (1) pre- and post-test administered to children on their knowledge of the community. (2) Student will also self-evaluate his relationship with parents.

Number: 4088 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will develop curriculum supplements to minimize the undesirable effects of mobility on his school by providing self-administered materials that will enable the elementary student to:

a. review material he has missed because of travel or differences in school schedules
b. practice certain behaviors in order to reach a level of achievement that is standard in other parts of the country.

Treatment:

Student will write programmed materials and create mimeographed materials for migrant children. Communication should be made with educators in the new place of residence.

Materials:

New teaching materials.

Evaluation:

Quality of materials will be discussed in class. Children should be pre- and post-tested on programmed materials.

Number: 4089 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will develop a plan for creating, collecting, and maintaining a library of curriculum supplements that have been found necessary in other parts of the country so that they may be:
a. incorporated into his regular curriculum
b. used by elementary students who will be moving to another part of the country.

Treatment:

Student will draw up a list of sources of curriculum materials. A student committee will make a master list. Samples of materials will be ordered and evaluated in class. Final decisions will be made relative to ordering. Cooperation from other school authorities (if "other home" of child is known) is recommended.

Materials:

Taba, H. Curriculum Development.
Brochures, manuals, pamphlets, etc.

Evaluation:

Assessment of materials by class and instructor.

Number: 4090 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Factors

Topic: Geographic Mobility

Target Population: Admin.

Behavioral Objectives: 1

. The student will analyze the population growth rate of his community to project the size of his school for use as a basis in foreseeing necessary physical plant, staff, materials, and scheduling adjustments.

Treatment:

Student will collect and analyze census tract data and capacities of school buildings. Using this data he will write a report projecting use of schools in his district for the next ten years. (If student works in a very large district he will do this for only one school.)

Materials:

Census tract data. Local school district manual.

Evaluation:

Instructor will assess data collection and analysis. The student will do a follow-up study.

Number: 4091 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Factors

Topic: Geographic Mobility

Target Population: Admin.

Behavioral Objectives: 1

The student will develop a plan for analyzing the mobility of his community based on activities of business and industry in order to predict the elementary student population of his school for periods of six months and one year in advance.

Treatment:

Student will make a list of businesses and industries that are sources of information regarding population mobility. Data will be kept on punch cards. A report will be prepared by student predicting changes in school population based on data.

Materials:

Computer. Lists.

Evaluation:

Instructor will assess predictive value of projections.

Number: 4092 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: Admin.

Behavioral Objectives: 1

The student will develop a plan to provide services to new members of the community.

Treatment:

Students will visit the Mott Administrative Intern Program in Flint, Michigan to study the development of community education programs. Upon return, the individual will establish (simulation if necessary) a community school program (or upgrade an existing program) that will emphasize helping new members of the neighborhood adapt to new setting.

Materials:

Havighurst, R. and Neugarten, B. School and Society.
Community school materials from Mott Foundation, Flint, Michigan.

Evaluation:

Community school programs or simulations will be evaluated by staff from Mott Program.

Number: 4095 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will describe the geographic mobility of the United States population.

(2) The instructor will describe the process of urbanization and suburbanization that have taken place in the United States.

(3) The instructor will describe the effects that geographic mobility has had on education.

Treatment:

Class will divide into groups in order to study various ramifications of geographic mobility on United States population. Groups will be expected to report trends requested by objectives. Maps, graphs, and other visuals will illustrate population movements.

Materials:

Corwin, R. A Sociology of Education. Gist, N. D. and Fava, S. Urban Society.

Census information. Maps, charts, necessary projectors.

Evaluation:

Group presentations will be assessed by class and instructor.

Number: 4096 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Geographic Mobility

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the implications of geographic mobility for universities in the future in terms of:

a. standardization and specialization of curriculum content
b. treatment of problems arising from differences in cultural and social class backgrounds
c. university finance.

Treatment:

Read Jencks' article and write a critique of pertinent issues. This article is especially germane, but the student should generalize from his own reading in order to include all aspects in his written critique.

Materials:

Jencks, C. "Social Stratification and Higher Education." Harvard Educational Review.

Students' supplementary choices of reading.

Evaluation:

Quality of critiques will be assessed by instructor.

Number: 4084 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Distribution

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe the distribution of population within the country and within various sized communities in the United States with respect to:

a. age
b. occurpation
c. income
d. race
e. ethnic subcultures
f. housing
g. regional customs and traditions.

Treatment:

Class will divide into groups to gather data and analyze each topic. Findings will be written into computer programs.

Materials:

Statistical Abstract of the United States: 1968, U. S. Bureau of the Census. World Almanac.
Programmed materials. U. S. Census tract data on local community.

Evaluation:

Each group will report their findings to the entire class. Critique by class and instructor follows. Student will self-test on computer program.

Number: 4085 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Distribution

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe the culture of poverty within the United States.

Treatment:

Student, using techniques of a "participant observer," will visit low socio-economic sections of the city. Student will write a report using knowledge of culture that purports to illustrate the existence of a culture of poverty.

Materials:

Harrington, M. The Other America. Kolko, G. Wealth and Power in America. Lewis, O. La Vida.

Evaluation:

Observations and integration of culture concept into paper will be assessed by instructor.

Number: 4097 ---

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Distribution

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the distribution of population within the United States, within various sized communities in the country, and within the student body of his university with respect to:

a. age
b. occupation
c. income
d. race
e. ethnic subcultures
f. housing
g. regional customs and traditions.

Treatment:

Instructor will show students the following thirty-five cell matrix on an opaque:

		COMMUNITIES				
		U. S.	Small	Medium	Large	University
from objectives	a.					
	b.					
	c.					
	d.					
	e.					
	f.					
	g.					

Student is to insert appropriate descriptive terms into the matrix.

Materials:

Corwin, R. A Sociology of Education. Gist, N. and Fava, S. Urban Society. 1967 World Almanac.
U. S. Census, 1960.

Evaluation:

Students will "trade-off" matrices and compare, discuss, and evaluate their work. A master matrix will be compiled by instructor and discussed with class.

Number: 4098 --

Context: SOCIETAL FACTORS

Major Subject Area: Demographic Forces

Topic: Population Distribution

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the culture of poverty within the United States.

Treatment:

Instructor will identify poverty-stricken areas near the university. Groups of students will survey these areas and write descriptive accounts of observations. Accounts should reflect a knowledge of culture as well as poverty.

Materials:

Harrington, M. The Other America. Lewis, O. La Vida. Mercer, B. E. and Carr, E. R. Education and the Social Order. --especially for discussion of culture.

Evaluation:

General discussion of findings in class. Written reports will be assessed by instructor.

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Number: 4099 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will define and describe major types of lag as:
a. cultural lag
b. structural lag.

Treatment:

The instructor will lecture describing and defining cultural lag as part of the integrative characteristic of culture. Show acceleration curves by means of transparencies on overhead projector.

Materials:

Corwin, R. Sociology of Education. Ogburn, W. F. Social Change. Murdock, G. P. "The Cross Cultural Survey," American Sociological Review.
Overhead projector.

Evaluation:

Student will draw acceleration curves and describe how he has illustrated lag. Evaluation by instructor.

Number: 4100 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the shift from traditional values to the emergent values in American culture.
(2) The student will give examples of ways in which institutions have shown a tendency to lag.

Treatment:

Student, after reading Spindler, will adapt the traditional - emergent continuum choosing a particular social institution to "plug into" the model. Student will describe how the selected institution has reacted in the face of change. Further, student will extrapolate his findings to education, where possible.

Materials:

Beauchamp, G. A. The Curriculum of the Elementary School. Spindler, G. D. Education and Culture.
Overhead projector.

Evaluation:

Student will place his diagram on a transparency and explain his choice to class. Peer evaluation.

Number: 4101 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will give examples of cases in which the teaching of non-functional subjects and attitudes has continued.

Treatment:

Student will read one work of Paul Goodman and critique it in view of knowledge of lag.

Materials:

Goodman, P. Growing Up Absurd. Goodman, P. Compulsory Mis-Education and the Community of Scholars. Goodman, P. "How the School Establishment Hoaxes the Public," Phi Delta Kappan. Benedict, R. "Transmitting Our Democratic Heritage in the Schools," American Journal of Sociology.

Evaluation:

Instructor will evaluate review.

Number: 4102 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) The student will describe the implications of cultural lag in various areas of school operation for:

- a. elementary students
- b. teachers
- c. school administrators
- d. school boards.

(2) Given examples of specific cultural lags in schools, the student will develop methods for minimizing the effects of the cultural lag.

(3) Given examples of specific subjects and attitudes to be taught in an elementary school, the student will identify those that are:

- a. impractical with respect to the present culture
- b. immediately practical with respect to the present culture
- c. probably functional with respect to the predicted culture.

Treatment:

Based upon material in Specification 4101 and lecture by instructor, student will observe classrooms in his field for a total of five hours. He will be prepared to discuss cultural lag and its implications for schools on the basis of his preparation. He will write a report explaining how lag problems can be alleviated.

Materials:

Goodlad, John T. School, Curriculum and the Individual. Beauchamp, G. A. The Curriculum of the Elementary School. Corwin, R. G. A Sociology of Education.

Evaluation:

Discussion.
Report on lag alleviation, evaluation by instructor.

Number: 4114 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) The student will identify examples of cultural lag in the school system in which he works.

(2) The student will develop methods for minimizing the effects of specific cultural lags in his unit.

(3) The student will identify the theory of social change reflected in the curriculum and teaching methods used in the school in which he works.

Treatment:

Student will complete three column chart in keeping with objectives:

Lag Examples	Methods of Counteracting Lag	Change Theory Manifested

Materials:

Corwin, R. G. *A Sociology of Education*. Ogburn, W. F. *Social Change*. Murdock, G. P. "The Cross Cultural Survey," *American Sociological Review*.

Curriculum guides of system.

Evaluation:

Chart evaluation by instructor.

Number: 4119 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will identify the obstacles to change in the school system in which he works.

Treatment:

Student will replicate Nussel-Johnson study in his own school and report findings to class. Individual students from same system will pool findings.

Materials:

Miller, R. I. *Perspectives on Educational Change*. Nussel, E. J. and Johnson, M. "Who Obstructs Innovation."

Evaluation:

Quality of study (especially ability to generalize from data) will be assessed by instructor.

Number: 4120 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Admin.

Behavioral Objectives: 1

The student will ensure that new teachers can identify specific cultural lag problems in the school. The student will provide the new teacher with suggested methods to use in minimizing the effects of the cultural lag problems.

Treatment:

Student will write a section of a new teachers' manual that will describe lag problems in the system and explain how new teachers might avoid problems.

Materials:

Lane, W. R.; Corwin, R. G.; and Monahan, W. G. Foundations of Educational Administration.
New teachers' manual

Evaluation:

Quality of account will be evaluated by instructor.

Number: 4134 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: Admin.

Behavioral Objectives: 2

(1) The administrator will identify cultural lag problems in the university in which he works.

(2) The administrator will develop methods for minimizing the effects of specific cultural lags in his university.

Treatment:

Student will create a two column chart showing:
(1) lags in his university
(2) methods for minimizing lag.

Materials:

Appropriate materials for preparing the charts.

Evaluation:

In-group evaluation by persons from same university.

Number: 4124 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: C/U

Behavioral Objectives: 1

The instructor will define lag. The instructor will describe the two major types of lag as:

a. cultural lag
b. structural lag.

Treatment:

Instructor will lecture defining and describing lag as part of the integrative characteristic of culture. He will illustrate with acceleration curves on transparencies.

Materials:

Moore, W. E. and Cook, R. M. Readings in Social Change. Murdock, G. P. "The Cross Cultural Survey," American Sociological Review. Ogburn, W. F. Social Change.

Overhead projector.

Evaluation:

Student will create his own acceleration curves and discuss them with class.

Number: 4125 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the shift from traditional values to the emergent values in American culture.

Treatment:

Student will draw a continuum illustrating traditional and emergent positions in view of American education defending any modifications in Spindler model.

Materials:

Kneller, G. Educational Anthropology. Spindler, G. Education and Culture.
Overhead projector.

Evaluation:

On transparency, student will discuss his model with class - peer evaluation.

Number: 4126 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will identify that institutions have a tendency to lag, usually because the personnel are negligent in reappraising their roles and functions.

(2) The instructor will identify that cultural lag in a university is the teaching of subjects and attitudes that are not practical for the present or future culture.

(3) The instructor will describe the implications of cultural lag in various areas of university operation for:

a. university students
b. instructors
c. administrators

Treatment:

Instructor will lecture concerning this objective. Based upon that information, class will agree on criteria by which lags in university curriculum can be evaluated. Interviewing of students, instructors, and administrators will be imperative.

Materials:

University course catalogues.

Evaluation:

Student will draw up recommendations for change in university curriculums based upon presence of lag. Report must also include implications for people involved in lag alleviation. Evaluation by instructor.

Number: 4127 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Cultural Lag Problems in the School

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will identify that institutions have a tendency to lag, usually because the personnel are negligent in reappraising their roles and functions.

(2) The instructor will identify that cultural lag in a university is the teaching of subjects and attitudes that are not practical for the present or futuer culture.

(3) The instructor will describe the implications of cultural lag in various areas of university operation for:

a. university students
b. instructors
c. administrators.

Treatment:

Instructor will lecture concerning this objective. Based upon the information, class will agree on criteria by which lags in university curriculum can be evaluated. Interviewing of students, instructors, and administrators will be imperative.

Materials:

University course catalogues.

Evaluation:

Student will draw up recommendations for change in university curriculums based upon presence of lag. Report must also include implications for people involved in lag alleviation. Evaluation by instructor.

Number: 4103 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: The Expanding Role of the School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe ways in which the role of the school is expanding and explain why this is happening.

(2) The student will describe the implications of the expanding role of the school for:

a. administrators
b. teachers
c. elementary students
d. parents.

Treatment:

Student will make school observations; interview administrators, teachers, children, and parents to understand expanding role of school.

Materials:

Corwin, R. G. A Sociology of Education. Sexton, P. C. The American School.

Evaluation:

In class discussion student will be prepared to discuss expanding role of school and attendant implications for personnel, children, and parents.

Number: 4115 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Expanding Role of the School

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will identify how the role of the school and the role of the teacher are expanding in the specific community in which he teaches.

Treatment:

The instructor will lead an open-ended discussion dealing with changing role of educational personnel in community where students teach.

Materials:

U. S. Office of Education. Pacesetters in Innovation.

Evaluation:

Students will summarize discussion in a short report - evaluation by instructor.

Number: 4123 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Expanding Role of the School

Target Population: Admin.

Behavioral Objectives: 1

The student will describe a model school system that might function to implement a curriculum, a combination of immediately and ultimately practical subjects and attitudes.

Treatment:

Student will write an essay based on statement of objective following lecture by instructor.

Materials:

Beauchamp, G. A. The Curriculum and the Elementary School. Goodlad, J. T. School, Curriculum, and the Individual. Swanson, B. E. The Struggle for Equality.

Evaluation:

Student will present essay to class. Discussion and peer evaluation follows.

Number: 4104 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Modification of Educational Processes by Technology

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify the educational processes that have been modified by technological changes.
(2) The student will identify processes by which curriculum can be constantly updated to account for technological advances.

Treatment:

Student will review commercial catalogues of companies dealing in school materials. He will list products of the "New Technology" and explain how each will modify instruction.

Materials:

Corwin, R. G. A Sociology of Education. Goodlad, J. T. School, Curriculum and the Individual. Michael, D. N. Cybernation: The Silent Conquest.
Catalogues.

Evaluation:

Students will share lists in group activity and compile a master list. In open discussion with instructor, class will discuss how technology can modify instruction.

Number: 4105 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Modification of Educational Processes by Technology

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify the ways in which technological change modifies:
a. the teacher's role
b. the administrator's role
c. the elementary student's role.

Treatment:

In-field interviews, student will question school personnel and children regarding role modifications caused by technology.

Materials:

Corwin, R. G. A Sociology of Education.

Evaluation:

Interview findings will be written-up and presented to class.

Number: 4122 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Modification of Educational Processes by Technology

Target Population: Admin.

Behavioral Objectives: 1

The student will update curriculum at specified intervals to account for technological advances.

Treatment:

Student will describe how Tyler processes can be periodically implemented in his school system.

Materials:

Tyler, R. W. Basic Principles of Curriculum and Instruction.

Evaluation:

Quality of plans for change will be assessed by instructor.

Number: 4128 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Modification of Education Processes by Technology

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will identify the educational processes that have been modified by technological changes.
(2) The instructor will identify the ways in which technological change modifies:

a. the instructor's role
b. the administrator's role
c. the university student's role.

Treatment:

Filmstrips of school activities, accompanied by instructor's lecture will explain technological changes in school. Resource people in each of three roles will be interviewed by students to perceive changes in roles wrought by technology.

Materials:

National Society for the Study of Education. Programmed Instruction.
Skinner, B. F. The Technology of Teaching.

Evaluation:

Student will write an essay describing changes in education caused by technology - evaluation by instructor.

Number: 4129 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Modification of Education Processes by Technology

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the process by which curriculum must be constantly updated to account for technological advances.

Treatment:

Student is to read Goodlad processes and assess their relevance in his teaching situation.

Materials:

Goodlad, J. T. The School Curriculum and the Individual.

Evaluation:

Open-ended discussion with entire class and instructor based on readings.

Number: 4106 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will describe theories of social change.

Treatment:

Instructor will lecture on theories of social change.

Materials:

Sorokin, P. Social and Cultural Dynamics. Ogburn, W. F. Social Change.

Evaluation:

Essay test on social change.

Number: 4107 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify theories of social change that appear to be dominant among community leaders in his own community.

(2) The student will describe the implications of social change for the educational process.

Treatment:

Student will interview five community leaders to discover their views on social change. (Each student will interview five different people in order to prevent overlap.)

Materials:

McGee, Reece. "Education and Social Change," Sociological Perspectives. Hansen, D. A. and Gerstl, J. E. (Eds.).

Evaluation:

Students will use group activity in class to discuss interview findings. Data will be placed on cards and run through computer to offer compiled view. Based on print-outs student will write a master report concluding with comments relative to views of community leaders toward educational change.

Number: 4108 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the ways in which one theory of social change might affect the methods used by the effectiveness of the:
  a. teacher
  b. administrator.

(2) Given examples of curriculums and methods implemented by teachers and administrators, the student will identify the theory of social change reflected by each.

Treatment:

Student will observe films of classroom situations from which statements concerning change can be made.

Materials:

Hansen, D. A. and Gerstl, J. E. (Eds.). Sociological Perspectives.
Sorokim, P. Social and Cultural Dynamics.
Films.

Evaluation:

Student will discuss which social change theory is evident in situations observed in film.

Number: 4116 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will identify specific socio-cultural conflicts in his school and determine if his response to such conflicts is:
- a. ambivalent behavior
- b. compensatory behavior
- c. acceptance or synthesis behavior.

The student will identify an appropriate response to each of the conflicts.

Treatment:

Student will write scripts of various reactions of teachers to change in the face of conflict. These will be acted-out in class.

Materials:

Miller, R. I. Perspectives on Educational Change. Nussel, E. J. and Johnson, M. "Who Obstructs Innovation?"

Evaluation:

Students will evaluate response of individual in role play conflict situation.

Number: 4117 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will list the changes presently taking place in the school system in which he works.

Treatment:

Student will list and discuss changes taking place in his school system.

Materials:

Beck, J. M. and Saxe, R. W. (Eds.). Teaching the Culturally Disadvantaged Pupil.

Evaluation:

Informal peer evaluation by persons in same system.

Number: 4118 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will compare or contrast the school system in which he works to a model school system.

Treatment:

Student will make a chart comparing his school system with a model system in regard to the following criteria: Curriculum, Plant, Personnel, Parental Involvement, Child Achievement.

Materials:

Saxe, R. W. Schools Don't Change.

Citizens Advisory Committee on School Needs Report, Detroit Board of Education, 1958.

Evaluation:

Quality of comparisons will be assessed by instructor.

Number: 4121 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: Admin.

Behavioral Objectives: 2

(1) The student will determine how the administrator's role in the school is expanding and develop methods to accomplish the functions of his role.

(2) The student will initiate changes in the school processes that reflect socio-cultural changes in the community.

Treatment:

Student will develop a questionnaire and send it to five school administrators in immediate area (class will agree on items beforehand). Based on data (computer processed) student will write a report on how administrator's role can be used to initiate changes in system.

Materials:

Questionnaire materials and corresponding data; computer; computer output.

Evaluation:

Quality of report will be evaluated by instructor.

Number: 4137 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: Admin.

Behavioral Objectives: 3

(1) The administrator will update curriculum at specified intervals to account for technological advances.

(2) The administrator will develop curriculum and other activities in the school that are consistent with the goals of education and that reflect the predominant theory of social change in the community when the goals and the theory are compatible.

(3) The administrator will initiate changes in the educational processes that reflect socio-cultural changes in the community.

Treatment:

Through interviews with five community leaders, students, in small groups, will conclude which social changes can be realistically accepted by community. Based upon that information, they will plan future revisions of school curriculum based upon Tyler model.

Materials:

Warren, R. L. Studying Your Community. Tyler, R. W. Basic Principles of Curriculum and Instruction.
Publications of a Board of Community Relations.

Evaluation:

New curriculums produced by each group will be self evaluated then appraised by instructor.

Number: 4130 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will describe the three theories of social change.
(2) The instructor will describe the implications of each of the three theories of social change for the educational process.

Treatment:

Instructor will lecture on the three theories of social change. Based upon lecture, students will offer an example of one implication of each of the three theories for his situation.

Materials:

Ogburn, W. F. Social Change. Elam, S. and McLure, W. P. Educational Requirements for the 1970's.

Evaluation:

Relevance of implications will be discussed in student groups - peer evaluation.

Number: 4135 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Theories of Social Change

Target Population: Admin.

Behavioral Objectives: 1

The administrator will identify the theory of social change reflected in the curriculum and teaching methods used in the university in which he works.

Treatment:

Instructor will lecture on social change. Student will observe in his own school how theories of social change may or may not be present.

Materials:

Ogburn, W. F. Social Change. Sorokin, P. A. Social and Cultural Mobility. Moore, W. E. and Cook, R. M. Readings in Social Change.

Evaluation:

Discussion of observations.

Number: 4109 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: Pre-S., Elem., Admin.

Behavioral Objectives: 1

The student will describe the present responses of educational institutions to the change in:
    a. business procedures
    b. amount of leisure time
    c. emphasis on conformity
    d. technology
    e. emphasis on specialization of tasks.

Treatment:

Instructor will lecture briefly on each point indicated in objective. Students will form five study groups based on objective and study each topic in depth.

Materials:

Corwin, R. G. A Sociology of Education. Callahan, R. E. Education and the Cult of Efficiency. Henry, J. Culture Against Man.

Evaluation:

Groups will report findings. Objective test.

Number: 4110 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify that types of personal adaptation to culture-conflict situations are:
    a. ambivalent behavior
    b. compensatory behavior
    c. acceptance of one value system or synthesis of value systems.

Treatment:

Students will react to case studies by writing an assessment of the personal adaptation of the person in the study (in terms of objective).

Materials:

Original case study material written by instructor.

Evaluation:

Report evaluation by instructor.

Number: 4111 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will describe the seemingly predominant type of personal adaptation to cultural change for teachers and school administrators in his community.

(2) The student will outline a plan for updating a school system at specified intervals in order to account for socio-cultural changes.

Treatment:

From interview material student will generalize concerning the predominate type of personal adaptation to change among educational personnel in system. Based upon this information he will create an elaborated time line for updating the system in keeping with accepted change procedures.

Materials:

Benedict, R. Patterns of Culture. Spindler, G. Education and Culture. Miller, R. I. Perspectives on Educational Change.

Evaluation:

Quality of time line will be assessed by instructor.

Number: 4112 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will list several fundamental changes presently taking place in the American school systems. Among these might be:

a. curriculum reforms
b. use of programmed instruction
c. use of nongrading
d. use of electronic data processing
e. use of cooperative teaching.

(2) The student will describe a model curriculum that teaches a combination of immediately and ultimately practical subjects and attitudes.

Treatment:

Instructor will lecture on topics contained in objectives. Sample materials of programs, a visit to the data processing center, and a role play of cooperative teaching should be included.

Materials:

Goodlad, J. T. School, Curriculum, and the Individual. Searles, J. E. A System for Instruction.
Samples of programed instruction

Evaluation:

Essay - objective test.

Number: 4113 --

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given examples of school personnel responses to various socio-cultural conflicts in a school system, the student will determine if a response is:

a. ambivalent behavior
b. compensatory behavior
c. acceptance or synthesis behavior.

The student will identify the appropriateness of each response. In the case of inappropriate responses the student will specify a more appropriate one.

Treatment:

Student will be video-taped in an interview (simulated, if necessary) with a Black Power militant. Behavior of student will be assessed in playback according to three choices in objective.

Materials:

Phi Delta Kappan (April, 1968).
Videotape.

Evaluation:

Discussion of play-back. Major evaluation will be self assessment by student.

Number: 4131 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the present responses of educational institutions to the changes in:

a. business procedures
b. amount of leisure time
c. emphasis on conformity
d. technology
e. emphasis on specialization of tasks.

Treatment:

Class will divide into five groups covering a-e in above objective. Each will gather data on subject through field research and library study. Presentations of findings will be made to class.

Materials:

Elam, S. and McLure, W. P. *Educational Requirements for the 1970's*. Corwin, R. G. *A Sociology of Education*. Skinner, B. F. *The Technology of Teaching*.

Evaluation:

Quality of presentations evaluation by peers and instructor.

Number: 4132 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify that the three types of personal adapataion to culture-conflict situations are:

a. ambivalent behavior,
b. compensatory behavior, and
c. acceptance of one value system or synthesis of value systems.

Treatment:

Videotapes of student interviews with militants from Black Student Union. Observers (rest of class) make notes of observations in view of behaviors recognized in objective.

Materials:

Phi Delta Kappan (April, 1968)
Videotape.

Evaluation:

Perception of behaviors will be shared in class discussion.

Number: 4133 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: C/U

Behavioral Objectives: 1

The instructor will outline a plan for updating a university system at specified intervals in order to account for socio-cultural changes.

Treatment:

Student will create an extended time line that would illustrate future changes possible in his university.

Materials:

Time line.

Evaluation:

Quality of time line evaluation by instructor.

Number: 4136 ---

Context: SOCIETAL FACTORS

Major Subject Area: Cultural Change

Topic: Response of Education to Socio-Cultural Change

Target Population: Admin.

Behavioral Objectives: 2

(1) The administrator will identify specific socio-cultural conflicts in his university and determine if his response to such conflicts is:
   a. ambivalent behavior
   b. compensatory behavior
   c. acceptance or synthesis behavior.

(2) The administrator will identify an appropriate response to each of the conflicts.

Treatment:

Videotape of student - dissidents confrontation (simulated, if necessary) will be played back in classs. Students will take notes on various behaviors manifested and categorize them on basis in objective.

Materials:

Katope, Christopher and Zolbrod, Paul G. Beyond Berkeley. Phi Delta Kappan (September, 1968).
Videotape.

Evaluation:

Students will use notes in class discussion. Self evaluation.

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Number: 4138 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Roles Within the School

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will specify the autonomy implicit in the roles of superintendent, principal, teacher, and others.

Treatment:

Students will observe principals, teachers and others in schools. They will attempt -- with the assistance of the instructor -- to distinguish which activities are specifically prescribed by others and which are the decisions of persons observed.

Materials:

Saxe, Richard W. Perspectives on the Changing Role of the Principal.
Downs, Anthony. Inside Bureaucracy.

Evaluation:

Students will correctly identify areas in which teachers and others have autonomy.

Number: 4139 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Roles Within the School

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will identify the following autonomous subcultures found among elementary students:

a. the subculture that places emphasis on having a "good time"
b. the subculture that places emphasis on academic success
c. the subculture that contributes to delinquency.

Treatment:

(1) Students will observe elementary school pupils and establish an ordering of autonomous subcultures.
(2) These subcultures will be verified by consultation with teachers and by comparison with evaluations of other students.

Materials:

Fischer, L. and Thomas, D. R. Social Foundations of Educational Decisions. Katz, F. "The School as a Complex Organization," Harvard Educational Review.

Evaluation:

Students will accurately perceive and describe the subcultures present in the situation observed.

Number: 4140 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 6

(1) The student will list types of criticism of education.
(2) The student will develop guides for judging critics of education and their charges.
  a. Rule of Evidence
  b. Consider wishes of others
  c. Common decency.
(3) The student will list rules of evidence for accepting or rejecting factual criticism.
(4) The student will list the rules of democracy for accepting or rejecting criticism.
(5) The student will develop rules of correct personal behavior for accepting or rejecting criticism.
(6) Given examples of criticism from pressure groups, the student will use the rules in Objectives 5, 6, and 7 in accepting or rejecting the criticisms.

Treatment:

(1) Students will be provided with readings and reprints of various critics of education, e.g., Bestor, Rickover, Conant, Gardner, Rafferty.
(2) Students will prepare a simple structured interview to elicit opinions from other students and various citizens. They will assign these data to appropriate categories.
(3) Read Raywid.

Materials:

Raywid, M. A. The Ax-Grinders. Rossi, P. "Community Decision-Making," Administrative Science Quarterly.
Collection of papers of critics. Student prepared interviews.

Evaluation:

Students will demonstrate ability to evaluate and analyze a series of criticisms presented to them by the instructor.

Number: 4141 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list types of social forces responsible for pressures on public schools as:

a. changes in American family structure
b. international events
c. civil rights revolution
d. technology
e. knowledge explosion.

Treatment:

Students will scan an assortment of periodicals, daily papers, and Congressional Records and prepare a list of most often cited issues of general interest. They will predict which of these will affect schools.

Materials:

Campbell, R. F.; Cunningham, L.; and McPhee, R. Organization and Control of American Schools.
Newspapers, magazines, Congressional Records.

Evaluation:

Students will list the appropriate social forces listed in the objective above.

Number: 4142 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will list pressure groups that exert pressure on school superintendents or school board members.
(2) The student will list demands or protests expressed by community pressure groups to school superintendents or school board members.
(3) Given examples of specific criticisms or demands, the student will identify the community groups from which they are likely to come.

Treatment:

(1) Students will attend a lecture-discussion by a superintendent or board member concerning pressure groups.
(2) Students will prepare a list of local critics and their complaints.

Materials:

Graham, G. The Public School in the American Community. Warner, W. L. Yankee City.

Evaluation:

On an oral quiz, given a complaint, the student will respond with the title of the organization or individual most likely to be associated with the complaint.

Number: 4143 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Given examples of demands from specific community pressure groups, the student will describe the state-or-nation-wide effects that might result from the actions of these pressure groups.

Treatment:

Students will either interview or attend a lecture-discussion where state and national legislators discuss the impact of pressure groups.

Materials:

Masters, N.; Salisbury, R. H.; and Eliot, T. State Politics and the Public Schools. Stein, M. R. The Eclipse of Community.
Legislators.

Evaluation:

Students will identify active pressure groups and have a basis for predicting their effectiveness.

Number: 4144 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 5

(1) The student will describe the:
  a. direct approach in persuasion
  b. indirect approach in persuasion.

(2) The student will describe the effectiveness of the two approaches.

(3) Given examples of demands from various community pressure groups, the student will determine the appropriate approach to use in accepting or rejecting the demands. In this approach, the student will observe the rules of evidence, rules of democracy, and rules of correct personal behavior.

(4) The student will identify the purposes of and describe a community self-survey.

(5) The student will plan, execute, and assess the results of a community self-survey.

Treatment:

(1) Students will assist in the planning, execution, and evaluation of a community self-survey for one school.

(2) At the conclusion of the survey students will evaluate the experience in writing.

Materials:

Raywid, M. A. The Ax-Grinders. Hunter, F. Community Power Structure. School self-survey.

Evaluation:

Students will report the superiority of indirect approaches to community demands and will evaluate the effectiveness of involving various persons in the survey.

Number: 4145 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) The student will define the following responses that school personnel may use in dealing with community groups:

- a. passive adaptation
- b. coalition
- c. co-optation
- d. bargaining
- e. competition.

(2) Given the degree of autonomy of various schools from community pressure groups, and given examples of community pressure groups and their demands, the student will determine the specific response the schools' personnel should use in dealing with the pressure groups.

(3) Placed in a role-playing situation in which he is to repond to a community pressure group's demands, and given the degree of autonomy of the school from the community pressure group, the student will make the appropriate response.

Treatment:

Students will receive prepared exhibits simulating communications from a community pressure group and directed to role play a situation where he responds as the person in a position to meet or deny the demands of the pressure group.

Materials:

Kerber, A. and Bonmarito, B. (Eds.) The School and the Urban Crisis.
Polsby, N. W. "Sociology of Community Power," Social Forces.
Simulated communications.

Evaluation:

The student will demonstrate the appropriate behavior in his role playing.

Number: 4150 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: In-S., Admin.

Behavioral Objectives: 4

(1) The student will identify pressure groups in his own community, determine the degree of autonomy of his school from external pressures, and use appropriate patterns of interaction when dealing with these pressure groups.

(2) The student will identify the means in his community with which he may influence or control education.

(3) Given the emergence of a community power group the student will evaluate the aims of such a group.

(4) The student will identify the impact of religion on the lives of pupils in his class.

Treatment:

Students will identify the interest and pressure groups in their school communities. Students will report the effectiveness of various groups and analyze the reasons for the difference in success of the groups.

Materials:

National Society for the Study of Education. Social Forces on Education.

Evaluation:

The student will role play a discussion with one or another of the pressure groups concerning one of their projects marginal to the school interests. His behavior will be appropriate and in the best interests of the school system.

Number: 4151 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: C/U, Admin.

Behavioral Objectives: 4

(1) The student will identify conflicting pressure groups in his community.

(2) Given a pressure group and its demands, the student will accept or reject the demands, using appropriate patterns of interaction.

(3) The student will explain external pressures to the school board, teachers, and other school personnel in a manner that will clarify the issues. He will also provide an acceptable solution, which will depend on the degree of autonomy of the school from the external pressures.

(4) The student will identify the amount and areas of Federal, State, and local control in his school. The student will use this framework of control to the best advantage of the school and its goal of educating children.

Treatment:

The student will prepare a comprehensive analysis of the power structure in his community. He will read Hunter, Dahl, Polsby and others as a guide for this activity.

Materials:

Dahl, R. Who Governs. Anton, T. J. "Power Pluralism and Local Politics," Administrative Science Quarterly.
A study of the power structure.

Evaluation:

The analysis will be theoretically and empirically sound.

Number: 4152 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Community Pressure Groups in Control of Education

Target Population: C/U, Admin.

Behavioral Objectives: 2

(1) The student will demonstrate an understanding of educational and administrative leadership in overcoming obstacles to change.
(2) The student will analyze current guidelines in order to prepare funding proposals.

Treatment:

Students will list several tactics of effecting change and will prepare and implement a plan to make an observable, desired change in their school.

Materials:

Miller, R. I. Perspectives on Educational Change.

Evaluation:

The change will occur.

Number: 4146 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Federal, State and Local Government in Control of Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will list the major Federal laws under which a school may receive Federal aid and will identify the amount of Federal, State, and local control, respectively, of the Federal funds.

(2) The student will identify the average amount of State aid a school may receive in a representative State and will identify the amount of Federal, State, and local control, respectively, of the State funds.

(3) The student will identify the amount of Federal, State and local control of local revenues in a representative school district.

(4) The student will list the areas of school operation financed by:

a. local funds
b. State funds
c. Federal funds.

(5) Given the following examples of areas of school operation:

a. curriculum
b. physical facilities expansion
c. school policies with regard to students
d. school policies with regard to teachers
e. certification of teachers

the student will determine which level of government exerts the most control over each area.

Treatment:

Students will attend a lecture-discussion on the topic of "School Finance and School Control." The lecture will include a careful delineation of the respective roles of Federal, State and local agencies. Students will receive a resource material describing current federal programs.

Materials:

Tiedt, S. W. The Role of the Federal Government in Education.
Zollschan, G. and Hirsch, W. Explorations in Social Change.
A "Handout" on Federal Programs.

Evaluation:

On a paper and pencil test students will enter the approximate percentages of financial support from Federal, State or local funds and list opposite various areas of school operation, the level of government most influential for each area.

Number: 4147 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Teacher Organizations in Control of Education

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) The student will list the major teaching organizations, the expressed purpose of each, and the major differences between them.

(2) Given the instruction to list areas of school operation that teacher organizations may attempt to control, the student will list and give illustrations of:

  a. curriculum
  b. teachers' salaries
  c. teachers' working conditions
  d. school policies

(3) The student will list means that teacher organizations use to gain control of some areas of school operation.

Treatment:

Students will listen to representatives of the A.F.T. and N.E.A. describe their goals and their methods.

Materials:

Lieberman, M. The Future of Public Education.
Representatives of A.F.T. and N.E.A.

Evaluation:

The student will, on an essay review, compare and contrast the programs and methods of the rival organizations.

Number: 4148 --

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: The Effect of Religious Organizations on Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will summarize the history of the relationship between religion and education.

(2) Given the instruction to list the areas of school operation that are influenced by religion, the student will list and describe historical and contemporary influence on:

  a. curriculum
  b. character and deportment training for elementary students
  c. teacher morality.

(3) The student will describe legalistic guidelines placed upon teachers in respect to religious observances in public schools.

Treatment:

(1) Students will attend a panel discussion by representatives of the major religions concerning the specific topic of "The Position of -- Church on Public Education".

(2) The instructor will supplement this by a review of the historical relationships of church and school.

Materials:

Corwin, R. A Sociology of Education. McCluskey, N. G. Catholic Viewpoint on Education.
Clergymen.

Evaluation:

Given a list of activities, the student will separate those concerning religion which are presently appropriate for schools from those which are prohibited by law or policy.

Number: 4149 ---

Context: SOCIETAL FACTORS

Major Subject Area: Social Control

Topic: Role of Industry in Control of Education

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 3

(1) The student will briefly describe the transition from religious to business influence upon education.
(2) The student will list areas in school operation that are influenced by industry.
(3) The student will identify the means by which industry may influence education, such as promoting legislation to provide Federal aid.

Treatment:

Students will prepare a list of relationships between commercial interests and the schools. The instructor will provide the current statistics concerning expenditures for education of all types. The class will discuss possible areas of commercial influences on various aspects of school activities -- curriculum, personnel, etc.

Materials:

Corwin, R. A Sociology of Education. Sexton, P. C. The American School.

Evaluation:

Students will indicate the approximate annual expenditures for education and discuss the impact of this phenomenon on educational policies.

9

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Number: 4153 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will identify that:

a. A school is a social organization in the sense that the participants are interdependent and because their actions are socially declared and enforced.

b. Formal interactional patterns follow a system of rules that specify the contribution of each position, or role, to the whole organization.

c. Informal interactional patterns consist of any behaviors extraneous to the system of rules. These behaviors may be acceptable or unacceptable. Informal interactional patterns are often necessary for the organization's members to accomplish their part of the organization's mission.

Treatment:

(1) Students will observe institutions of several types including at least one factory and one governmental agency.

(2) Groups of students will be required to design a structure to support various activities (police dept., ping-pong ball factory, army, church, school). They will specify duties and responsibilities.

(3) Students will discover by interspection and analogy the universal need for an informal organization.

Materials:

Aubert, V. Elements of Sociology.
List of organizations and institutions. Sets of organization charts.

Evaluation:

Students will be able to identify characteristics of formal and informal organization by creating simulated organizations -- schools -- of their own.

Number: 4154 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

Given examples of interactional patterns that exist between various pairs of persons in the following roles, the student will identify the specific interactional patterns.

a. member of a community group
b. school administrator
c. teachers on varying levels in the school hierarchy
d. elementary student
e. supportive personnel
f. school board member.

Treatment:

(1) Students will observe and identify the various members of a social system by observation, films, and videotapes.
(2) Groups of students will role play different persons in simulated situations.
(3) A tape will be prepared to be stopped at several places while students predict the next response of the actors.

Materials:

Corwin, R. A Sociology of Education.
Field-work -- film -- videotape or audiotape -- incomplete dialogue for evaluation.

Evaluation:

Given an incomplete dialogue, the student will supply the missing response and support his choice of language.

Number: 4155 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 2

(1) Given other examples of interactional patterns that exist between various pairs of persons in the roles in Specification 4154, the student will identify the specific interactional patterns and determine whether a pattern is:

a. formal
b. informal-acceptable
c. informal-unacceptable.

(2) Given other examples of interactional patterns that exist between various pairs of persons in the roles in Specification 5154, the student will identify the specific interactional patterns and the consequences of each interactional pattern.

Treatment:

Students will listen to a tape of conversations between an administrator and teachers. These will mix episodes of formal, informal-acceptable and informal-unacceptable. Students will identify each style and explain which clues helped them to determine the correct style.

Materials:

Katz, F. "The School as a Complex Organization," Harvard Educational Review.

Tape.

Evaluation:

Students will correctly identify each style.

Number: 4156

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) Placed in role-playing situations, the student will determine which of his expressions encourage or discourage various behaviors of elementary students. Then the student will use the appropriate expressions to increase the elementary student's:

a. awareness of self and self-worth
b. tolerance of group or individual differences
c. responsible citizenship.

(2) Placed in a role-playing situation in which he uses given interactional patterns to accomplish a specified goal, the student will determine the effectiveness of the interactional pattern. If it is ineffective, the student will modify the interactional pattern so that the goal may be accomplished.

Treatment:

Students will role play various situations with elementary pupils in the simulated group. Various expressions will be utilized to determine their impact upon:

a. pupil self-concept
b. tolerance
c. responsible citizenship.

Materials:

Getzels, J. W.; Lipham, J. M.; and Campbell, R. F. Educational Administration as a Social Process.

Evaluation:

Class and instructor will evaluate the choice of expressions and attitudes in the role playing.

Number: 4163 ---

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: In-S., Admin.

Behavioral Objectives: 3

(1) The student will evaluate the effectiveness of interactional patterns between:
   a. elementary students and teachers
   b. school administrators and teachers
   c. elementary students and supportive personnel
   d. elementary students.

(2) Given examples of unacceptable interactional patterns, the student will prepare and present alternate interactional patterns in a simulated conference with the appropriate person.

(3) The student will identify interactional patterns peculiar to the elementary students or other participants in his school and will explain these patterns to new teachers in the school.

Treatment:

(1) Students will prepare a series of brief episodes (written or taped) to serve as examples of good and poor interaction patterns between teachers and others.

(2) Students will discuss these episodes and suggest ways by which the interactions concerned could be improved.

Materials:

Corwin, R. A Sociology of Education. Katz, F. "The School as a Complex Organization," Harvard Educational Review.

Tape of prepared interaction.

Evaluation:

Students will listen to a prepared tape of an interaction between a teacher and either a parent, pupil or administrator. They will correctly evaluate the quality of the interaction.

Number: 4165 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Admin.

Behavioral Objectives: 2

(1) The student will evaluate the effectiveness of interactional patterns between:

a. unit leaders and other teachers
b. teachers and specialists
c. teachers and supportive personnel
d. teachers and parents
e. all of the above and himself
f. the school administration
g. school board.

(2) The student will identify the causes of low morale among teachers in his particular school and will raise morale by developing methods for directing teachers' efforts to attain certain goals in areas where there is flexibility in the bureaucratic hierarchy.

Treatment:

(1) Student evaluates prepared tapes of interactional patterns and prepares criteria for use in actual practice.

(2) Student evaluates effectiveness of interactional patterns in a school between various personnel listed in objective 1 above.

(3) Student selects interactional patterns associated with high morale and aides others to attain their legitimate goals.

Materials:

Corwin, R. A Sociology of Education.

Evaluation:

Self-evaluation by application of criteria prepared in Treatment 1 to actual use in Treatment 3.

Number: 4166 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Admin.

Behavioral Objectives: 1

Given examples of school policies and a simulated meeting with community groups, parents, teachers, or school administrators, the student will explain the school policies in a way that will best gain the acceptance of the policies and the cooperation of school personnel in implementing the policies.

Treatment:

Students will role play situations in which they explain school policies to various groups. They will evaluate each presentation according to its probable efficiency and effectiveness.

Materials:

Campbell, R.; Cunningham, L.; and McPhee, R. The Organization and Control of American Schools. Corwin, R. A Sociology of Education.

Evaluation:

Students will properly evaluate their own efforts at role playing.

Number: 4167 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Admin.

Behavioral Objectives: 1

The student will recruit qualified teachers and will provide counseling and guidance for them if they have trouble adjusting to the characteristics of a school or any of its elementary students.

Treatment:

(1) Students will analyze characterisitics of their schools which are likely to create problems for new teachers.
(2) Based on this analysis, students will devise recruitment, induction and supportive tactics which will improve the entry of teachers new to their particular schools.

Materials:

Corwin, R. A Sociology of Education.

Evaluation:

The student will be successful in assisting teachers to adjust to his school.

Number: 4168 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Admin.

Behavioral Objectives: 1

The student role play a confrontation between himself and a dissident staff member (or parent) and assess his own behavior.

Treatment:

(1) Students will role play confrontation between himself and a hostile staff member.
(2) Students will evaluate their own behavior.

Materials:

Corwin, R. A Sociology of Education. Sachs, B. Educational Administration a Behavioral Approach.

Evaluation:

Students will make an appropriate assessment of their own behavior and suggest improvements.

Number: 4169 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Interactional Patterns

Target Population: Supp.

Behavioral Objectives: 1

The student will be responsible for a file containing records of characteristics of interactional patterns for each elementary student. The student will:

a. update the file at specified intervals
b. make the information in the file available to teachers and administrators when necessary.

Treatment:

Students will establish and maintain files of pupil interaction patterns. They will process entries and aid teachers using files.

Materials:

Corwin, R. A Sociology of Education.
File folders and data sheets.

Evaluation:

Files will be properly established and maintained.

Number: 4157 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Bureaucratic Hierarchy

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) The student will identify three principles of authority found in American education as:
  a. public trust
  b. bureaucratic authority
  c. academic authority.

(2) The student will identify sources of power and authority in the school organization.

(3) The student will define the following:
  a. power
  b. authority
  c. responsibility.

(4) The student will explain the term bureaucratic society and the process of bureaucratization.

(5) The student will define or describe:
  a. social organization
  b. institutional norms
  c. role
  d. position
  e. role-set
  f. structure of an organization
  g. association
  h. complex-organization.

Treatment:

Students will read Corwin, Chapter 1. The instructor will discuss various research findings relevant to the concepts of bureaucracy, power, authority, and responsibility. (Blau and Scott, Moeller, Sharma)

Materials:

Blau, P. M. and Scott, W. R. Formal Organizations. Corwin, R. A Sociology of Education. Moeller, G. "Bureaucracy and Teachers' Sense of Power," Administrator's Notebook. Sharma, C. L. "Who Should Make What Decisions?" Administrator's Notebook.

Evaluation:

The student will correctly define the several terms on a teacher-made, essay type examination.

Number: 4158 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Bureaucratic Hierarchy

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list the variables for assessing bureaucratization of education and the measures of bureaucratic characteristics in a particular school or school system.

Treatment:

Students will observe and interview teachers and other public school employees to determine which aspects of their work are specified by a local or district administrator and which aspects permit teacher autonomy. A list of each category (teacher decides--central office decides--local administrator decides) will be prepared, compared, and contrasted.

Materials:

Corwin, R. A Sociology of Education. Sexton, P. C. The American School.

Evaluation:

Students will extract from their lists the principles of bureaucratization and furnish a list of these, in order of probable importance, to the instructor as a class exercise immediately following the treatment above.

Number: 4159 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Bureaucratic Hierarchy

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 4

(1) The student will describe types of inconsistencies or role conflicts within the school system due to its bureaucratic complexity.

(2) The student will describe the effect of bureaucracy in the school organization on the morale and behavior of teachers.

(3) The student will describe the types of bureaucracy, the dominant personnel in each type, and the teacher status within each type.

(4) The student will identify that the participation of teachers in the decision-making process of the bureaucratic school organization is usually limited to:

a. interpretation of established policy
b. advisement of those who establish policy
c. execution of established policy.

Treatment:

(1) Given a series of descriptive anecdotes about a simulated school, the student will prepare a chart to place the relative position of the school on a scale ranging from locally oriented school board at one end to cosmopolitan teaching profession at the other.

(2) The student will perform the same activity for the school in which he obtains his pre-service field experience.

Materials:

Corwin, R. A Sociology of Education. Sharma, C. L. "Who Should Make Decisions?" Administrator's Notebook.

Evaluation:

The instructor will evaluate the chart prepared in Treatments 1 and 2 above.

Number: 4164 ---

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Bureaucratic Hierarchy

Target Population: In-S., Admin.

Behavioral Objectives: 2

(1) The student will diagram the bureaucratic hierarchy for the particular school and system in which he is employed.

(2) The student will give examples of cases in which there is a conflict between professionalism and the bureaucratic authority of the school system.

Treatment:

Students will supply examples of practical conflicts between bureaucratic procedures and professionalism. They will identify the characteristics of each -- bureaucracy and professionalism -- which are opposed. They will suggest possible solutions.

Materials:

Corwin, R. A Sociology of Education.

Evaluation:

Given a problem situation in case study form, students will perceive opposed professional and bureaucratic elements and report this in a written evaluation of the case.

Number: 4160 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Career Patterns of Teachers

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will describe the career patterns of middle class teachers and give reasons for these career patterns with respect to:

a. lower class urban neighborhoods
b. rural neighborhoods
c. small towns
d. middle and upper class suburban neighborhoods
e. neighborhoods with a unique nationality background.

(2) The student will describe the cycle that perpetuates substandard education in lower class urban neighborhoods.

Treatment:

(1) Students will read Katz, or Warner, Who Shall Be Educated? to discover middle class characteristics of teachers.

(2) Students will read Katz, p. 452 or Gittell, or Wayson, or Becker to discover the "vicious cycle" which perpetuates incompetence in slum schools.

Materials:

Beck, J. and Saxe, R. Teaching the Culturally Disadvantaged Pupil.
Katz, F. "The School as a Complex Organization," Harvard Educational Review.

Evaluation:

Students will recall the material above and describe orally its probable influence on urban education.

Number: 4161 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Career Patterns of Teachers

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will identify the forms of teachers' career advancement other than advancements in salary and advancements in the hierarchy of the school.

Treatment:

(1) Students will observe and interview teachers to discover various means of according status.
(2) Students will conduct their own informal survey of status differentials.

Materials:

Corwin, R. A Sociology of Education.

Evaluation:

Given a list of all possible positions in alphabetical order, the student will rearrange them in order of status with the most prestigious at the top of the list and the least prestigious at the bottom.

Number: 4162 --

Context: SOCIETAL FACTORS

Major Subject Area: Education as a Social Institution

Topic: Differential Standards that Affect the Status of the Profession

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 5

(1) Given the code of ethics of the National Education Association, the student will use the code to determine and list the essential characteristics of a profession.
(2) Given examples of professional role characteristics and of employee role characteristics, the student will identify those characteristics that describe the professional role and those characteristics that describe the employee role.
(3) The student will explain the professional role versus employee role dilemma with respect to teachers and administrators in the school organization.
(4) The student will list the differential standards in education that affect the status of the profession, including:
    a. differing teacher certification requirements
    b. differing economic status with respect to other professions
    c. differing attitudes in society towards the importance of education
    d. differing prestige level with respect to other professions

e. differing attitudes in society towards the political involvement of teachers.

(5) The student will list the factors that contribute to a teacher's level of success.

Treatment:

(1) Students will view a slide by means of an overhead projector to note the characteristics of professional and employee modes of organization as shown on p. 232 of Corwin.

(2) Students will list characteristics of a professional role and discuss their application to various professions.

Materials:

Corwin, R. A Sociology of Education.
Overhead projector, slide.

Evaluation:

On a paper and pencil test, students will list characteristics of teaching which are professional and those which are bureaucratic -- employee. They will correctly respond to a question relating the lists to success and power.

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EDUCATIONAL

SPECIFICATIONS

FOR

RESEARCH

CONTEXT--RESEARCH

Major Subject Area:			Specification Numbers:
1.	Research Reports		5040-5054
	Topics:	1. Evaluating a Research Report	5040-5042, 5048-5050
		2. Implementing the Findings of a Research Report	5043-5047, 5051-5054
2.	Research on Teacher Education Practices		5055-5097
	Topics:	1. Function and Objectives of Teacher Education	5061-5065
		2. Admission, Retention and Recruitment in Teacher Education	5066-5067
		3. Organization and Administration of Teacher Education	5068-5069
		4. Curriculum in Teacher Education	5070-5076, 5095-5097
		5. Instruction and Field Experience in Teacher Education	5077-5079
		6. Development of the Multiunit School	5055-5060, 5080-5084
		7. Research on Teaching	5085-5094
3.	Research on Teacher Characteristics		5001-5039
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5.	Conducting Basic Research into Teaching and Learning Processes	5150-5151, 5175-5177

Number: 5040 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Evaluating a Research Report

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will list the information which must be included in a research report in order to determine the validity of the research.

Treatment:

Using available filmstrips, a collection of beads, and/or an assortment of cards in a barrel, the student will develop an understanding of sampling techniques; e.g. random sampling, stratified random sampling, etc. With the aid of single practice problems, the student will learn how to sort extraneous information from data that are not relevant to a problem. Single examples (studies, etc.) will be used to teach the concepts of content validity, construct validity, predictive validity and concurrent validity.

Materials:

Tyler, L. E. Test and Measurements. Walker, H. M., and Lev, J. Elementary Statistical Methods.

Evaluation:

(1) Design a questionnaire or opinionnaire which is both content and construct validated; i.e. the questions, as stimuli, will be homogeneous on content criteria, and each stimulus will be a predictor of responses of the type desired by the researcher.

(2) Evaluate a questionnaire or opinionnaire with respect to whether the instrument sorts possible responses and produces only those which are instances of the construct on which the instruction is validated.

Number: 5041 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Evaluating a Research Report

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the instruction to list the criteria for validity of research, the student will demonstrate knowledge of: Appropriate experimental design for the hypothesis being tested, adequate internal and external validity, correct acceptance or rejection of original hypotheses.

Treatment:

A filmstrip will be used to teach the concepts of independent and dependent variable. These concepts will be developed and extended, through joint lecture and discussion, to include pre-test, post-test, experimental group and control group. Textbooks will be used to develop the concepts of statistical difference between means, level of significance, method of differences, method of agreement and joint method of agreement and differences, method of concommitant variations, and method of residues.

Materials:

Cohen, M. and Nagel, E. Introduction to Logic and Scientific Method.
Kerlinger, F. J. Foundations of Behavioral Research.

Functional teaching-learning models for the concepts of chance, probability, and randomness.

Evaluation:

The student will select a research report from his specific area of speciality and evaluate it according to both internal criteria and external criteria; i.e., the student will evaluate the application of a specific design to a specific problem both with respect to whether the design selected is the appropriate design (external) and whether the design is properly related to the problem (internal).

Number: 5042 ---

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Evaluating a Research Report

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a research report, the student will determine whether the necessary information for determination of research validity has been included. If it has, he will determine whether:

a. the research is valid according to the appropriate criteria
b. the research is applicable for a particular group of elementary students.

Treatment:

Within the context of a joint lecture-discussion, the student will develop the correlative concepts of necessary and sufficient conditions.

Single teaching aides and a film will be used to teach the concept of randomness. One or two lectures will be devoted to develop the conceptual base for all reseach: Cannot be explained by chance alone. Four lectures will be directed to the research criteria: An outcome of research cannot be explained by chance, but neither can it be explained by any other hypothesis except the hypothesis according to which a particular piece of research is designed.

Materials:

Piaget, J. The Construction of Reality in the Child. Postman, L. and Jenkins, W. O. "An Experimental Analysis of Set in Rote Learning: The Interaction of Learning Instruction and Retention Performance."

Evaluation:

The student will design a unit of instruction based on the research findings of a study which he selects himself. His instructional plan will be appropriate to a particular elementary grade and will simulate the conditions in the research study as closely as possible. The student will attempt to replicate the findings of a particular piece of research which is appropriate to a particular elementary grade level.

Number: 5048 ---

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Evaluating a Research Report

Target Population: C/U

Behavioral Objectives: 1

The instructor will list the information which must be included in a research report.

Treatment:

Using the lecture-discussion method augmented by appropriate textbook examples and illustrations, the teacher will present the basic criteria for data gathering, hypothesis formation, and hypothesis testing. The same method will be used for teaching the concepts of experimental design, type of instrument used for gathering data, type of hypothesis tested (null hypothesis, etc.), suggestions for futher research, etc.

Materials:

Tatsuoke, M. M. and Tiedeman, D. V. "Statistics as an Aspect of Scientific Method in Research on Teaching."

Evaluation:

Students will be expected to state (define) and experimental educational problem, to explain a phenomenon hypothetically (state hypotheses), explain how one hypothesis is selected to be tested, what kind of instrument would produce the required data, and whether the data are of the type that confirm an hypothesis or confirm or reject the null hypothesis.

Number: 5049 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Evaluating a Research Report

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to name the criteria for validity for research, the instructor will name:

- a. appropriate experimental design for the hypothesis being tested
- b. adequate internal and external validity
- c. correct acceptance or rejection of the original hypotheses (correct interpretation of the results).

Treatment:

Simple research problems from the literature and from the experience of the students will be used for teaching the concept of when to use a quasi-design and when to use a true experimental design. Within two or three lectures, these concepts will be extended to include alpha and beta type errors. An additional lecture will include the concepts of similarities and differences between a bound variable and a free variable and also between a parameter and a constant.

Materials:

Kerlinger, F. J. Foundations of Behavioral Research. MacCorquodale, K. and Meehl, P. E. "On a Distinction Between Hypothetical Constructs and Intervening Variables."

Evaluation:

Given a problematic situation in the field of education, the student will be expected to identify parameters and non-parameters, to distinguish between hypothetical constructs and intervening variables, to state whether an experimental design is required to test an hypothesis or whether a computer program is available to function as an experimental design and as a decision procedure.

Number: 5050 --

Context: RESEARCH

Major Subject Area: Research Report

Topic: Evaluating a Research Report

Target Population: C/U

Behavioral Objectives: 1

Given a research report, the instructor will determine whether the necessary information for determination of research validity has been included. If it has, he will determine whether:

a. the research is valid according to the appropriate criteria
b. the research is applicable for a particular group of university students.

Treatment:

Five combination lecture and discussions will be used for developing the concept of the difference between meaning and truth. The concept of theoretical will be subsumed under meaning. Three additional lecture-discussions will be used for presenting the difference between describing and explaining. Several textbook examples will be used for presenting instances of models and when and where to use them.

Materials:

Maccia, E. S. and Maccia, G. Development of Educational Theory Derived from Three Educational Theory Models. Cronbach, L. J. and Meehl, P. E. "Construct Validity in Psychological Tests."

Evaluation:

Given I. Q. test data, achievement scores, personality scores, assessment of needs, etc., establish criteria for grouping. And conversely, given criteria, students will develop instruments for supplying data to meet the criteria. The student will be able to interpret scores on standardized tests.

Number: 5043 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given research findings which are valid and appropriate for a given group of elementary students, the student will devise a plan for implementing the results, specifying the situation in which it applies and defining the method to be used in its application, and employ the findings accordingly. He will assess and document the effects of the implementation.

Treatment:

Using filmstrips, mimeographed materials, and selected physical objects, the student will learn the basic concept of regrouping. Within three or four lecture-discussions, this concept will be extended to negative numbers and then applied to various practical problems. Two lectures will be used for explaining how to design a unit of instruction based on the concept of regrouping.

Materials:

Rappaport, D. Understanding and Teaching Elementary School Mathematics. Copeland, R. W. Mathematics and the Elementary Teacher. Schaaf, W. L. Basic Concepts of Elementary Mathematics.

Evaluation:

The student will develop a unit of instruction for teaching the concept regrouping. The unit will include negative numbers as well as positive numbers. It will also include a distinction between the process of negation and the negation of quantities (signed numbers). The unit will be field tested in a selected group of elementary students and tested both before and after the instructional presentation.

Number: 5044 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: In-S, Admin.

Behavioral Objectives: 1

Given the results of the implementation of research findings, the student will provide the administration and teachers within the unit of building with relevant information on the outcome of the implementation.

Treatment:

A filmstrip (and tape recording) will be used to develop the concept of, and method for presenting, educational goals in behavioral terms. This will include the concept of what is not an educational objective stated in behavioral terms. The student will then state and report the outcome of his implementation to administrators in behavioral terms appropriate to his specific subject matter field.

Materials:

Hempel, C. "A Logical Appraisal of Operationism." Pophem, W. J. "Validated Instructions."

Evaluation:

The student will develop a set of operational criteria for assessing the formation and attainment of a particular concept in his subject matter area. The principal criterion for acceptability is student behavior, where the subject matter area is accidental rather than essential. The test of acceptability is whether a person in a field of speciality other than the writer would understand the criterion for an educational gain.

Number: 5045 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: In-S.

Behavioral Objectives: 1

Given valid research findings appropriate for a particular group of elementary students, the student will assist the intern and other teachers in implementation of the findings and documentation of the results of the implementation.

Treatment:

Bloom's taxonomy of educational objectives will be used to teach the meaning of, and how to define, educational objectives which are invariant across subject matter areas and across learner parameters. Appropriate specific textbook will be used to teach the meaning of such concepts as transfer and common elements which are applicable equally to all content areas within the process of education.

Materials:

Bloom, B. S. and others, *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. Krathwohl, D. R. and others, *Taxonomy of Educational Objectives, Handbook II: Affective Domain*.

Evaluation:

The student will prepare a set of sample lesson plans and test items as "placeholders" which can be adopted to new research findings within any given subject matter field as well as across subject matter areas. The student will be able to state why knowledge is not relative, subjective, or merely a matter of opinion.

Number: 5046 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: Admin.

Behavioral Objectives: 1

The student will demonstrate familiarity with various sources of research findings and reports.

Treatment:

A lecture and appropriate AV supplementary materials will be used for developing the concepts of a retrieval system. Using the same mode of instruction, the concept will be extended to include systems or methods for obtaining current and up-to-date research on any educational problem. Within two lectures, the specific concepts of basic principles of coding and classification will be presented. These will include the similarities and differences between a taxonomy and a system of classification.

Materials:

Catalogs of the Department Library, United States Department of Health, Education, and Welfare, Washington, D. C.
Cumulated Subject Index to Psychological Abstracts.

Evaluation:

An educational problem (type to be researched) will be presented to students. They will "sort" it into its research components, sort the components into subcomponents, and gather data on the current status with respect to each facet of the problem.

Number: 5047 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: Admin.

Behavioral Objectives: 1

Given research reports on various aspects of teaching, the student will assess the reports and provide concerned persons with the appropriate information.

Treatment:

Using simple learning problems in a classroom setting, the student will develop conceptual criteria for assessing improvements in teaching strategies which are not subject matter bound and which are not merely alternative or contrary methods of teaching, but which are superior to present methods. The essential curricula criteria will be concept formation and concept attainment. The strategy criterion will be the minimization of the time factor.

Materials:

Skinner, B. F. Science and Human Behavior. Ausubel, D. P. The Psychology of Meaningful Verbal Learning. Spence, K. W. "The Relation of Learning Theory to the Technology of Education."

Evaluation:

The student will compile a set of criteria for determining if research findings are merely alternative methods, rather than superior methods reassured according to presently accepted standards. The principal criterion will be the minimization of time required to attain a given level of educational level. The three basic categories of criteria are (1) operant conditioning (Skinner), (2) verbal learning (Ausubel), and (3) learner strategies (Bruner).

Number: 5051 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: C/U

Behavioral Objectives: 1

Given research findings which are valid and appropriate for a given group of university students, the instructor will devise a plan for implementing the results, specifying the situation in which it applies and defining the method to be used in its application, and employ the findings according. He will assess and document the effects of the implementation.

Treatment:

Topics from the history of education and problems from various curricular areas will be incorporated into lectures for developing criteria for determining when and how curricula are revised and reorganized. Students will study various inter-disciplinary models and learn that the provision for combination is structure or form rather than content. Students will thus develop the concept of education as a process rather than as a discipline.

Materials:

Belth, M. *Education as a Discipline*. Maccia, E. S. and Maccia, G. *Development of Educational Theory Derived from Three Educational Theory Models*.

Evaluation:

Given a model for curriculum revision and interpretation, the student will operationalize it in a context to which it is appropriate. He will identify parameters, within the domain of education, and reorganize a subject matter field according to parameters *across* disciplines, rather than as they are presently organized *within* disciplines but not between disciplines. Then he will adapt the field to the model.

Number: 5052 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: C/U

Behavioral Objectives: 1

Given the results of the implementation of research findings, the instructor will provide the administration and teachers within the university with relevant information on the outcome of the implementation.

Treatment:

Lectures utilizing the levels in Bloom's taxonomy supplemented by illustrative examples from the subject matter areas will be the principal instrumentalities for presenting the concept of education (cognitive domain) as relations which remain invariant across learner parameters (I. Q., aptitude, etc.) and across subject matter areas. As a special case, he will learn that subject matter competency is necessary but not sufficient for education. The student will also develop criteria for educational gains that are not reducible to any particular subject matter area.

Materials:

Bloom, B. J. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. Cronbach, L. J. and Meehl, P. E. "Construct Validity in Psychological Tests."

Evaluation:

Given a set of research findings which have been established as valid for a particular level of university students, the student will summarize the findings, sort them on educational criteria, and state possible relations to other areas of speciality.

Number: 5053 --

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: C/U

Behavioral Objectives: 1

The instructor will write a research report including all the necessary information to document his own research.

Treatment:

Using appropriate teaching aids and textbook materials, six lectures will be developed for presenting the concepts of alpha and beta type errors, tests of significance, confidence limits, and when how to use different methods of sampling. Similarly, the student will learn to distinguish between chance and error and develop the concept of replication.

Materials:

Ernis, R. H. "Assumption Finding."

Evaluation:

Given a detailed research report, the student will summarize the assumptions made, sampling plan, experimental design, hypotheses tested, findings and implication. The information will be "meta" to the research report itself, yet it will not be disjunctive and disjointed. It will reproduce all of the information in the research report, as a product, but not a process.

Number: 5054 ---

Context: RESEARCH

Major Subject Area: Research Reports

Topic: Implementing the Findings of a Research Report

Target Population: C/U

Behavioral Objectives: 1

Given research reports on various aspects of the responsibilities of a university, the administrator will assess the reports and provide concerned persons with the appropriate information.

Treatment:

Six lectures based on illustrative educational problems will be developed for teaching the concepts of the total systems approach to operationalizing research findings. The student will learn that a gain on one criterion can result in a loss on another criterion when the findings are introduced into a broader context. Two additional lectures will be used to develop the concept of maximizing gains within and between total systems.

Materials:

Wiener, N. Cybernetics. Galfo, A. J. and Miller, E. Interpreting Education Research.

Evaluation:

The student will be supplied with a set of research findings that could be applicable to any group of students in any university. He will also be given relevant information (statistics) regarding several populations of the students. He will sort the research data according to criteria abstracted from the population statistics, and, conversely, he will sort the population statistics using the criteria abstracted from the research data.

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4. Cohen, Morris and Nagel, Ernest. *Introduction to Logic and Scientific Method*. New York: Harcourt, Brace and World, 1934 (Chapter 13).

5. Copeland, Richard. *Mathematics and the Elementary Teacher*. Philadelphia: W. B. Saunders, 1966 (Chapter 10).

6. Cronbach, Lee J. and Meehl, Paul E. "Construct Validity in Psychological Tests," *Psychological Bulletin*, 52 (July, 1955), 281-302.

7. Ernis, Robert H. "Assumption Finding," in *Language and Concepts in Teaching*. Smith, B. O. and Ernis, Robert (Eds.). Chicago: Rand McNally and Company, 1961.

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9. Hempel, Carl G. "A Logical Appraisal of Operationism," *Scientific Monthly*, 79 (October, 1954), 215-20.

10. Kerlinger, Fred J. *Foundations of Behavioral Research*. New York: Holt Rinehart and Winston, 1915 (Chapter 1).

11. Krathwohl, David R. *et. al*. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay, 1963.

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14. Piaget, Jean. *The Construction of Reality in the Child*. New York: Basic Books, 1954.

15. Popham, W. James, "Validated Instructions," (Materials for Continuing Education of Teachers) Los Angeles, Vimcet Associates.

16. Postman, L. and Jenkins, W. O. "An Experimental Analysis of Set in Rote Learning: The Interaction of Learning Instruction and Retention Performance," *Journal of Experimental Psychology*, 38 (1948), 683-89.

17. Rappaport, David. *Understanding and Teaching Elementary School Mathematics*. New York: John Wiley, 1966 (Chapter 2).

18. Schaaf, William L. Basic Concepts of Elementary Mathematics. New York: John Wiley, 1961 (Chapter 4).

19. Skinner, B. F. Science and Human Behavior. New York: Free Press, 1953.

20. Spence, K. W. "The Relation of Learning Theory to the Technology of Education," Harvard Education Review, 29 (1959), 84-95.

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22. Tyler, Leone E. Tests and Measurements. New York: Prentice-Hall, 1963 (Chapter 3).

23. Walker, Helen M. and Lev, Joseph. Elementary Statistical Methods. New York: Holt, Rinehart and Winston, 1958 (Chapter 12).

24. Wiener, Norbert. Cybernetics. New York: John Wiley, 1955 (Chapter 5).

RESEARCH ON TEACHER EDUCATION PRACTICES

Number: 5061 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Function and Objectives of Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will demonstrate familiarity with current general objectives of teacher education.

Treatment:

The class will be organized into two survey-reporting groups to locate, collect, and synthesize lists of general objectives of current teacher education -- (1) to examine catalogs and descriptive materials of current teacher education programs of institutions now preparing teachers, and (2) to examine proposals now being made by leading spokesmen for teacher education. The most commonly accepted objectives will be identified by the whole group. Analysis of the ones representing considerable difference will be carried out to obtain a clear picture of both the accepted objectives and those new or varied thrusts being recommended or practiced.

Materials:

Theory Into Practice, (December, 1967). National Commission on Teacher Education and Professional Standards. *New Horizons for the Teaching Profession.* Medley, D. M. "The Research Context and the Goals of Teacher Education." Cyphert, F. R. "The Research Context and the Goals of Teacher Education: Another Perspective."

Catalogs and descriptive materials of various teacher education institutions.

Recent proposals from leading teacher educators: Stratemeyer, Cottrell, Broudy, Denemark, Stiles, Conant, Koerner, LaGrone, Verduin, and others.

Evaluation:

All individuals will respond to a set of items purporting to be current general objectives of teacher education that are most generally and widely held. The ones found to be so from the class's surveys will be checked off independently and without reference to notes.

Number: 5062 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Function and Objectives of Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will become aware of the historical development of teacher education in the United States.

Treatment:

Each individual will prepare a brief essay (with footnotes) which characterized teacher education purposes, programs, institutions, and trends in all of the following periods: pre - 1920; 1920 - 1945; 1945 - 1960; 1960 - present.

Materials:

Borrowman, M. L. (Ed.) Teacher Education in America: A Documentary History. Entries in Encyclopedia of Educational Research on teacher education. Journal of Teacher Education, (March, 1963). Elsbree, W. S. "Teacher Education in the U. S." Emmens, J. R. "President's Address."

Evaluation:

Essays will be evaluated for accuracy of historical fact, for appropriate synthesis, and for selective interpretation for general understanding.

Number: 5063 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Function and Objectives of Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will develop a rationale for teacher education in a changing American democracy.

Treatment:

The class will bring together evidence of changing conditions or potential changes in the American democracy. Individuals, after setting the relative importance of these for public education, will characterize a program of teacher education that will be commensurate with meeting these demands upon teachers in the schools. Each individual will then develop a statement of rationale justifying the program characterized.

Materials:

American Association of School Administrators. Imperatives in Education. National Education Association, Project on Instruction. Education in a Changing Society. Association for Supervision and Curriculum Development. Criteria for Curriculum Decisions in Teacher Education.

Evaluation:

An individual's rationale will be judged for its comprehensiveness (not just dealing with a segment of the effect of changing conditions upon teacher education), its reasonableness, its consistency, and its relevance to the changing conditions cited.

Number: 5064 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Function and Objectives of Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will define the components of a teacher education program.

Treatment:

The class will explore the categorization of the components of a teacher education program as used in the AACTE proposed standards. A fuller understanding of these components and their sources will be derived from a brief examination of previously advocated categorizations from varied sources, and from a brief review of the theoretical studies of structure in curriculum.

Materials:

Short, E. and Marconnit, G. (Eds.) Contemporary Thought on Public School Curriculum. American Association of Colleges for Teacher Education. Standards and Evaluative Criteria for the Accreditation of Teacher Education. National Council for Accreditation of Teacher Education. Standards and Guide. Association for Supervision and Curriculum Development. Criteria for Curriculum Decisions in Teacher Education. Pi Lambda Theta. The Body of Knowledge Unique to the Profession of Education. National Commission on Teacher Education and Professional Standards. New Horizons for the Teaching Profession. Review of Educational Research, (June, 1967). Broudy, H. S. "Criteria for the Professional Preparation of Teachers."

Evaluation:

Paper and pencil recall of the definition and meaning of the components (pp 12-16 in the Standards) will be required of each individual.

Number: 5065 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Function and Objectives of Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify that a function of the professional component in a teacher education program is to prepare each teacher to find out for himself what behaviors are effective for him.

Treatment:

The class will explore the responsibilities of teachers of teachers, including that of supervision of clinical and intern experience. Analysis will be made of how individuality in teaching behavior may be fostered while following procedures necessitated by the requirements of the various types of learning sought. An understanding will be gained of how to instill the attitude of continuous examination of a teacher's own behavior toward the end of improvement in subsequent teaching.

Materials:

American Association of Colleges for Teacher Education. Standards and Evaluative Criteria for the Accreditation of Teacher Education. Combs, A. W. The Professional Education of Teachers. Shumsky, A. In Search of Teaching Style. Medley, D. M. "The Research Context and the Goals of Teacher Education." Ryans, D. G. "Teacher Behavior Theory and Research: Implications for Teacher Education." Strasser, B. "A Conceptual Model of Instruction."

Evaluation:

Since the attainment of this objective does not require proof of its attainment by performance standards, a question given either orally or in writing regarding the purposes of the professional component in a teacher education should elicit a reference to this function of fostering independent experimental techniques in the teacher for this objective to be marked "achieved".

Number: 5066 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Admission, Retention, and Recruitment in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will show familiarity with the current criteria for:
a. admission of college students to teacher education programs,
b. retention of college students in teacher education programs, and
c. recruitment of college students into teacher education programs.

Treatment:

Search will be undertaken to discover the dominant criteria being used and being recommended for teacher education programs in all three of the above areas. Note will also be made of criteria which do not often appear. Discussion of the relative importance placed on each criterion by different institutions will be held to obtain a fuller understanding of the meaning of the criteria.

Materials:

National Commission on Teacher Education and Professional Standards, New Horizon for the Teacher Profession. Stout, R. A. A Study of Admissions and Retention Practices in College and University Programs of Teacher Education. Review of Educational Research, (June, 1967). Sharpe, D. M. "The Uses of Research on Teaching: Implications and Recommendations."

Descriptive reports from institutions with preparation programs on their selection and graduation requirements for teacher education.

Evaluation:

Individuals will be called upon to indicate a ranking of 1, 2, or 3 (beside a list of supposed criteria in each of the 3 categories) for those predominantly, those sometimes, those very infrequently found criteria currently being used or recommended.

Number: 5067 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Admission, Retention, and Recruitment in Teacher Education

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will be able to specify areas of research related to admission, retention, and recruitment practices in teacher education.

(2) Given major research studies related to admission, retention, and recruitment in teacher education, the instructor will describe the methods used by the researchers and identify the findings of the study.

Treatment:

Studies will be located and analyzed which relate to personality and attitudinal characteristics of teacher education students, to intellectual and theoretical knowledge, to technical skills, and to feedback techniques they possess in relation to the three categories under review here. Those furnishing predictive value for teaching effectiveness will be given major attention. Those utilizing long-term studies, experimental methodology, and/or replication will be considered major studies.

Materials:

Journal of Teacher Education, (Spring, 1966). National Commission on Teacher Education and Professional Standards. New Horizons for the Teaching Profession. "Student Personnel Research in Teacher Education," Review of Educational Research. Medley, D. M. "Research Context and the Goals of Teacher Education."

Evaluation:

Examination (essay) questions requiring individuals to cite major studies in the four areas mentioned above under "Treatment," and in each of the three categories of practice covered by the objectives, will include the stipulations to cite also their findings and to discuss the qualities of their methodology that gives them status as major studies.

Number: 5068 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Organization and Administration of Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the current organization and administration of a representative teacher's college or university.

Treatment:

Identifying the "all-institutional approach" to teacher education organization and administration as the most representative (of the 5 patterns identified by Stiles), each class member will prepare an exposition of the structural and control factors existing in one institution utilizing the "all-institutional approach."

Materials:

National Commission on Teacher Education and Professional Standards. Changes in Teacher Education: An Appraisal. Stiles, L. et al. Teacher Education in the United States.

Descriptive materials from teacher education institutions giving their current administrative arrangements.

Evaluation:

Each class member's paper will be scrutinized for evidence of a pattern which clearly represents an "all-institutional approach" to teacher education organization and administration.

Number: 5069 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Organization and Administration of Teacher Education

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will identify current research in the organization and administration of teacher education.
(2) Given major research studies related to organization and administration of teacher education, the instructor will describe the methods of research used and list the significant findings for each study.

Treatment:

Studies will be located and analyzed which relate to various administrative patterns for teacher education and how well they contribute to the achievement of the goals of teacher education. Discussion of the specific findings of each study and the methodology used in reaching those findings will be undertaken to determine whether they shall be considered major studies:

(1) Were they designed to correlate the pattern of administration with outcomes?
(2) Were they experimental, long-term, or replicative studies?

Implications for administration may be derived from the findings, if studies are considered major, significant studies.

Materials:

Smith, E. B. (Ed.) Partnership in Teacher Education. See various AACTE, School for Executives reports.
Research studies from the literature of education administration, teacher education administration, or action and developmental research.

Evaluation:

Essay questions will be utilized to list major (as class defined them) research studies and to present their findings and methodologies.

Number: 5070 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will specify the general differences in the curriculum for a four-year, five-year, and fifth-year teacher education program.
(2) The instructor will identify the common elements found in the curriculums for the programs above.

Treatment:

The class will review specific institution's programs of each of the three types as well as general textbook references on these types. The differences and common features among them will be listed on the board as they are discerned and agreement as to which category each element falls shall be attempted through joint discussion.

Materials:

National Commission on Teacher Education and Professional Standards. Changes in Teacher Education: An Appraisal. Beggs, W. The Education of Teachers. American Association of Colleges for Teacher Education. Partnership in Teacher Education. American Council on Education. Preparing College Graduates to Teach in Schools.

Evaluation:

Individuals will be expected to be able to distinguish the three rough types of programs studied here by specifying in an essay the differences and similarities as the class determined them on the chalkboard.

Number: 5071 --

Context: RESEARCH

Major Subject Area: Research in Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the current basis for the development of a general education curriculum and for a professional education curriculum.

Treatment:

A review of the purposes and definitions of these two curriculum components of teacher education will be undertaken from the current literature and textbooks on teacher education curriculum. An attempt to detect the rationale for each will culminate in the identification of the assumptions or evidences upon which these rationales rest. Joint research and analysis among class members will be utilized.

Materials:

National Commission on Teacher Education and Professional Standards. New Horizons for the Teaching Profession. Pi Lambda Theta. The Body of Knowledge Unique to the Profession of Education. Theory Into Practice, (December, 1967). Theoretical Bases for Professional Laboratory Experiences in Teacher Education. American Association of Colleges for Teacher Education. Standards and Evaluative Criteria for the Accreditation of Teacher Education.

Evaluation:

Each class member will prepare a brief synthesis statement of the bases of a general education component and also of a professional education component of a teacher education curriculum, as derived from the earlier joint search and analysis. Understanding, not acceptance, of these current bases will be sufficient.

Number: 5072 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will demonstrate knowledge of current research studies on curriculum development and list the findings of each.

Treatment:

The AACTE Project on Pre-Service Teacher Education, the AACTE Media Project, and the OE's funded projects in Teacher Education will serve as typical studies for review here. Each student will endeavor to locate one other major study of teacher education curriculum development for examination. Joint determination of the findings of each will be carried on in seminar.

Materials:

LaGrone, H. *A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education*. Schuller, H. and Lesser, G. *Teacher Education and the New Media*. U. S. Office of Education, Nine Proposals for Research and Demonstration in Teacher Education of Elementary Teachers. Verduin, J. R. (Ed.) *Conceptual Models in Teacher Education*. American Association of Colleges for Teacher Education. *Professional Teacher Education: A Programed Design Developed by the AACTE Teacher Education and Media Project*.

Evaluation:

Each class member will list in writing at least 5 pertinent studies and each of their findings for evaluation by means of class established lists.

Number: 5073 --

Context: RESEARCH

Major Subject Area: Research in Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify current practices in internship programs and in-service teacher training programs.

Treatment:

The class will survey as many programs currently in operation as is possible by first-hand visits and by recording practices seen. (Written survey may be used to supplement this if necessary.) Comparison of findings with what appears in the recent literature on practices in these two areas will be undertaken by the class to detect how adequate their sample may have been or to recognize any major changes in trends.

Materials:

Harap, H. The Teaching Internship Program. Bandt, W. (Ed.) Current Practices in In-Service Teacher Education. Moffitt, J. C. In-Service Education for Teachers. American Association of Colleges for Teacher Education. Partnership in Teacher Education.

Evaluation:

Each class member will give orally a summary of at least four current practices in each area.

Number: 5074 ---

Context: RESEARCH

Major Subject Area: Research in Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will identify major research studies on internships and list the findings of each.

(2) The instructor will identify the findings of current research studies on in-service teacher training.

Treatment:

The class will organize into two research reporting teams to identify particular research studies done in each of these areas (internships and in-service), to present the significant findings of each study, and to synthesize their search effort. Each team will hear the reports of the other team and discuss which studies seem to be worthy of consideration as major studies, using the criteria of: sound methodology, long-term, replicative, predictive value.

Materials:

Haberman, M. "A Comparison of Interns with Regular First Year Teachers." Ryan, K. "The Teaching Intern."

Studies of in-service programs related to implementing new curricula, and other matters.

Evaluation:

The members will individually be called upon to write on three studies in each area identifying the investigators, the study's purpose and findings in each case. These statements will be judged by the criteria and information established earlier jointly in class.

Number: 5075 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will list principle bases for the design of a teacher education program.

Treatment:

The class will undertake a study of the problem of organization of the content and experiences of a teacher education program by reading research concerning means of attaining unity in design between the experiences of knowing and doing, between performance based on established knowledge and the testing of uncertainties about practice, and between all pre-service components and the on-the-job situation. In each of these three categories, the class will identify generalizations that are valid research findings or plausible hypotheses which can serve as bases for a teacher education program design. Where no such generalizations are found, they will identify the kind of data sources that should be considered in some future effort to generate such hypotheses of findings.

Materials:

National Commission on Teacher Education and Professional Standards. New Horizons for the Teaching Profession. Review of Educational Research, (June, 1967). Klausmeier, H. J. et al. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools."

Evaluation:

Individuals will list in writing those generalizations that can serve as bases for a curriculum design in teacher education. Acceptable answers will be those agreed upon through earlier class determination.

Number: 5076 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will name and describe the basic tools which a teacher education program should provide for a pre-service teacher.

Treatment:

Basic tools to be analyzed may be confined to two of the four categories mentioned by Medley (technical skills and feedback techniques). Study and demonstration of these tools will be followed by practicum experience in teaching prospective teachers these tools, if possible. Basic tools to be covered would include:
(1) teaching skills (ability to interact effectively with pupils, to manage a class, to explain, ask questions, conduct discussions, etc.),
(2) use of technological aids to instruction and other teaching materials and methods, and
(3) feedback techniques.

Materials:

Klausmeier, H. J. et al. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools." Medley, D. M. "The Research Context and the Goals of Teacher Education."

Evaluation:

Individuals must name and describe at least seven of the basic tools identified previously for class study and/or practice.

Number: 5095 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

Given several examples of curricula for pre-service teachers, the administration will identify areas that:
a. need more coverage
b. are unnecessary
c. are necessary but not represented.

Treatment:

The class will draw up criteria for the scope of a teacher education pre-service program from a review of the literature on the components of teacher education curriculum. Each individual will select a particular pre-service curriculum and present a faithful summary of it to the class. In each case, the class will apply the criteria developed and detect items in the three categories listed in the objective. Discussion of the states of various items will be undertaken.

Materials:

American Association of Colleges for Teacher Education. Standards and Evaluative Criteria for the Accreditation of Teacher Education. National

Commission on Teacher Education and Professional Standards. *New Horizons for the Teacher Profession*. *Theory into Practice*, (December, 1967).

Evaluation:

Each administrator will be presented with three examples of curricula not previously seen, and he will identify relevant items in each of the three categories mentioned in the objective.

Number: 5096 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The administrator will identify the following as general sources of information on the substance of teacher education:

a. developments in academic disciplines related to teaching
b. the content of the present field of professional education
c. the results of cooperative research by behavioral scientists.

Treatment:

The class will read and study references which identify the kinds of possible general sources of the substance and content for teacher education programs. The group will discover the rationale for believing the appropriate general source to be each of the three possible types mentioned in the objectives. Analysis and discussion of these rationales will be undertaken toward the end that judgments may be made as to which source is the most appropriate for the substance of teacher education curricula.

Materials:

Broudy, H. S. *The Scholars and the Public Schools*. Pi Lambda Theta. *The Body of Knowledge Unique to the Profession of Education*. *Theory into Practice*, (December, 1967). Cyphert, F. R. "Conspectus."

Evaluation:

Each administrator will prepare a written essay describing the differences among the three identified general sources of information on the substance of teacher education.

Number: 5097 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Curriculum in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The administrator will describe the major approaches for research on the curriculum for teacher education.

Treatment:

From a review of literature on the research on teacher education curriculum, determination will be made of the major promising approaches for research related to this field. The class will identify distinguishing characteristics of each approach and will discuss the potential of each for yielding knowledge useful in teacher education curriculum.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Cyphert, F. R. "Conspectus."

Evaluation:

Each administrator will prepare a written essay describing at least four major approaches for research on curriculum for teacher education.

Number: 5077 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Instruction and Field Experience in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe various methods of classroom instruction currently used in teacher education.

Treatment:

The class will observe on field trips to classrooms of professors of education current methods of classroom instruction (substitute film of electronic recording of such methods, if necessary). Through supplementary reading, the class will analyze and identify the features of these methods.

Materials:

Review of Education Research, (June, 1967). Mars, W. J. "The Need for a New Breed."
Field trip locations and facilities for transporting the class.
Descriptive material on various methods.

Evaluation:

Objective tests of knowledge of the following methods and how they are used will be given to all individuals: Micro-teaching, simulation, critical incidents techniques, team teaching, lecture-recitation-discussion method, observation and participation, testing techniques, team internship or team student teaching with conferences, TV-PI-Videotapes, etc.

Number: 5078 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Instruction and Field Experience in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will specify advocated changes in classroom instruction based on the findings in recent research studies in educational technology.

Treatment:

The joint effort of class members will be utilized in identifying research studies bearing on the topic. Significant findings will be extracted from these studies and the group will analyze them toward the end of determining implications they may have for instruction in teacher education programs.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

Essay questions designed to elicit specific changes the individual thinks he would advocate in classroom instructional practices in teacher education. They must be supported by pertinent research findings.

Number: 5079 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Instruction and Field Experience in Teacher Education

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe how field experience can be used to improve classroom instruction.

Treatment:

The class will contrast the advantages of the use of field experiences versus those of the use of simulated or vicarious experiences for improving the performance of prospective teachers in their classroom instruction. Techniques of supervision of field experience will be studied--those aspects pertaining to improvement of the prospective teacher's classroom instruction. (Practicum opportunities in supervision techniques are desirable, if possible.)

Materials:

American Association of Colleges for Teacher Education. Partnership in Teacher Education. Association for Student Teaching Yearbook. Theoretical Bases for Professional Laboratory Experiences in Teacher Education. Lindsey, M. "Systematic Analysis of Supervision as Teaching." McGeoch, D. and Lindsey, M. "Supervisory Conferences and the Analysis of Teaching."

Evaluation:

Each individual will justify the provision of field experiences for prospective teachers as a means of improving classroom instruction by indicating in writing what techniques might be utilized through field experience to attain this goal that could not as effectively be attained by less first-hand experience.

Number: 5055 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: Pre-S., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify specific research projects leading to the development of the Research and Instruction Unit.

(2) The student will list relevant research in the following areas which contributed to the creation of the multiunit school:

a. team teaching
b. individualized instruction
c. culturally disadvantaged children
d. teacher benefits and opportunity
e. internship and in-service teacher training.

Treatment:

The class will listen to a tape which reports authoritatively the natural history of the development of the Research and Instruction unit. Students will jointly offer their analyses of the report by listing on the chalkboard in two columns the features of the R & I Unit that were derived from research findings and those that appear to have been non-research based. Students will be called upon to regroup the items pertaining to research findings into categories: team teaching, individualized instruction, culturally disadvantaged children, teacher benefits and opportunity, internship and in-service teacher training. Each student will make a copy of the resultant items and drill himself on the total list. Students will then jointly indicate beside each finding its source (name of chief investigator and short title of the project cited in the report). Each student will prepare a list of all research projects cited and drill himself on the references and the corresponding topics investigated.

Materials:

Klausmeier, H. J.; Goodwin, W. L.; Prasch, J.; and Goodson, M. R. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools."
Tape prepared by initiators of the R & I Unit.

Evaluation:

Recall of project short titles, chief investigators, and corresponding topics will be checked by paper and pencil tests. Oral questioning on research findings in the several categories will be followed by paper and pencil tests of recall.

Number: 5056 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will list the advantages of the R & I Unit over a self-contained classroom in the area of research.

(2) The student will list the disadvantages of experimentation within an R & I Unit and decide how each might be minimized.

Treatment:

The student will assemble and read descriptive materials on research and experimentation that has already taken place in any R & I Unit. Analysis of its advantages over the self-contained classroom for research purposes will be undertaken; any disadvantages will also be noted. Special attention will be given to studies which report actual comparative data between the two types of settings in field testing situations. Discussion in class will aim at comprehensive understanding and at determining ways and means disadvantages might be overcome.

Materials:

Klausmeier, H. J. and Goodwin, W. L. et al. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools."

Papers and articles (perhaps transcripts of telephone or personal interviews with participants in R & I Unit research).

Evaluation:

Students will be asked to report in writing both the advantages and disadvantages of research and experimentation within the R & I Unit. Oral questions will be submitted to students to elicit how disadvantages might be minimized.

Number: 5057 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will become familiar with R & I Unit over self-contained classroom in the area of instruction.

Treatment:

Students will make at least one directed field trip to a self-contained classroom and write down observations regarding instructional contingencies occurring related to a check-list on facilitative environments for learning supplied by the instructor. Students will do the same for an R & I Unit (or will watch a film of such a unit in operation or read descriptions of an instructional phase of such an operation). Students will determine from these observations, and take note of, the advantages of an R & I Unit for instruction.

Materials:

Klausmeier, H. J. and Cook, D. M. et al. "Project MODELS: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Educational Research and Development."

Check-list giving criteria for facilitative environments for learning. Field trip sites and transportation (or film). Articles describing advantages of R & I Unit for instruction.

Evaluation:

Students will list at least four advantages (for instruction) of an R & I Unit over a self-contained classroom in response to an examination question.

Number: 5058 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student will demonstrate familiarity with some potential problems that might be encountered when changing from a system of self-contained classrooms to a multiunit system and describe possible solutions.

Treatment:

The class will prepare for a mock argument by a faculty group (on a proposal to change from a system of self-contained classrooms to one utilizing a multiunit scheme) by reading and reviewing literature on the practical and structural aspects of the new approach as well as on its advantages and disadvantages in purpose and potential. Roles will be assumed by persons on both sides of the question during the actual simulation of the meeting. Upon its conclusion, the group will analyze the various contributions for problems raised and will suggest possible solutions.

Materials:

Klausmeier, H. J. and Cook, D. M. et al. "Project MODELS: A facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Educational Research and Development." Goodson, M. R. and Hommes, R. "A Team Designed for School System Changing."

Role-playing facilities.

References describing cases of schools making the transition and describing structure of a multiunit system.

Evaluation:

The student will prepare an essay in response to a question calling for him to list at least three potential problems related to this objective and to describe possible solutions.

Number: 5059 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: In-S., Admin.

Behavioral Objectives: 1

The student in dealing with some of the problems in Specification 5058 will indicate how he solved them, or failed to do so, and what he might have done to deal with them more effectively.

Treatment:

Students will be placed in a practicum situation where they will be assigned to a faculty making a change from a self-contained classroom system to a multiunit system. Each will be asked to note particular major problems faced and to keep a diary of his own decisions and behavior related to each problem. Periodical conferences with his instructor will be held at which these reports will be discussed and analyzed. Where ineffective responses are undertaken by the student, the instructor will suggest action or modes of dealing with the problem that could be tried in the future.

Materials:

Practicum facilities and instructor in charge.
Diary report format.
Record format for periodic conferences.

Evaluation:

Conferences with the student will be used to discuss techniques used by the student, to report his analysis of their effectiveness, and to "second-guess" about his ineffective procedures. The criterion for how long to continue in this experience will be the quickness in reduction of times where the student failed to adopt effective procedures when first confronting a problem.

Number: 5060 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: Admin.

Behavioral Objectives: 1

The student will prepare a plan, including all the necessary steps, for the conversion of a self-contained classroom system to a multiunit system.

Treatment:

The class will identify a comprehensive range of administrative responsibilities that must be handled regarding the institution and maintenance of any internal organizational pattern which may be adopted or may be in operation. Review of the administrative literature will be essential here. The class will then develop criteria (taking account of all these matters) which will be designed both as guide for individuals in preparing a conversion plan for a specific, real or simulated situation and as a check-list for evaluating the plans prepared by all individuals. Review of the literature on the nature of the multiunit pattern of organization will also have to be carried out in the process of developing this class criteria. Individual plans must contain a description of the situation prior to conversion.

Materials:

Texts in school administration: sections on principles of selecting and operating patterns of organization with a school.

Reading matter on the multiunit system previously cited.

Evaluation:

Each student will submit his plan to a committee of the whole (the class and instructor) against which will be applied the class-developed criteria. Determination of its completeness and adequacy will be made in light of the criteria.

Number: 5080 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify specific research project leading to the development of the research and instruction unit.

Treatment:

The class will listen to a tape which reports authoritatively the natural history of the development of the Research and Instruction unit. Instructors will jointly offer their analyses of the report by listing on the chalkboard in two columns the features of the R & I Unit that were derived from research findings and those that appear to have been non-research based. Instructors will be called upon to regroup the items pertaining to research findings into categories: team teaching, individualized instruction, culturally disadvantaged children, teacher benefits and opportunity, internship and in-service teacher training. Each instructor will make a copy of the resultant items and drill himself on the total list. Instructors will then jointly indicate beside each finding its source (name of chief investigator and short title of the project cited in the report). Each instructor will prepare a list of all research projects cited and drill himself on the references and the corresponding topics investigated.

Materials:

Klausmeier, H. J.; Goodwin, W. L.; Prasch, J.; and Goodson, M. R. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools."

Tape prepared by initiators of the R & I Unit.

Evaluation:

Recall of project short titles, chief investigators, and corresponding topics will be checked by paper and pencil tests. Oral questioning on research findings in the several categories will be followed by paper and pencil tests of recall.

Number: 5081 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will list the advantages of an R & I Unit over a self-contained classroom in the area of research.

(2) The instructor will list the disadvantages of experimentation within an R & I Unit and describe how each might be minimized.

Treatment:

The instructor will assemble and read descriptive materials on research and experimentation that has already taken place in any R & I Unit which previously has been in operation. Analysis of its advantages over the self-contained classroom for research purposes will be undertaken; any disadvantages will also be noted. Special attention will be given to studies which report actual comparative data between the two types of settings in field testing situations. Discussion in class will aim at comprehensive understanding and at determining ways and means of how disadvantages might be overcome.

Materials:

Klausmeier, H. J.; Goodwin, W. L.; et al. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools."

Papers and articles (perhaps transcripts of telephone or personal interviews with participants in R & I Unit research).

Evaluation:

Individuals will be asked to report in writing both the advantages and disadvantages of research and experimentation within the R & I Unit. Oral questions will be submitted to students to elicit how disadvantages might be minimized.

Number: 5082 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: C/U

Behavioral Objectives: 1

The instructor will list the advantages of an R & I Unit over a self-contained classroom in the area of instruction.

Treatment:

The class will make at least one directed field trip to a self-contained classroom and write down observations regarding instructional contingencies occurring related to a check-list on facilitative environments for learning supplied by the instructor. The class will do the same for an R & I Unit (or will watch a film of such a unit in operation or read descriptions of an instructional phase of such an operation). The class will determine from these observations and take note of the advantages of an R & I Unit for instruction.

Materials:

Klausmeier, H. J.; Cook, D. M.; et al. "Project MODELS: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Educational Research and Development."

Check-list giving criteria for facilitative environments for learning. Field trip sites and transportation (or film). Articles describing advantages of R & I Unit for instruction.

Evaluation:

Individuals will list at least four advantages (for instruction) of an R & I Unit over a self-contained classroom in response to an examination question.

Number: 5083 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify and describe relevant research in the following areas which contributed to the creation of the R & I Unit:

a. team teaching
b. individualized instruction
c. culturally disadvantaged children
d. teacher benefits and opportunities
e. internship and in-service teacher training.

Treatment:

The class will listen to a tape which reports authoritatively the natural history of the development of the Research and Instruction Unit. Instructors will jointly offer their analyses of the report by listing on the chalkboard in two columns the features of the R & I Unit that were derived from research findings and those that appear to have been non-research based. Instructors will be called upon to regroup the items pertaining to research findings into categories: team teaching, individualized instruction, culturally disadvantaged children, teacher benefits and opportunity, internship and in-service teacher training. Each instructor will make a copy of the resultant items and drill himself on the total list. Instructors will then jointly indicate beside each finding its source (name of chief investigator and short title of the project cited and drill himself on the references and the corresponding topics investigated).

Materials:

Klausmeier, H. J.; Goodwin, W. L.; Prasch, J.; and Goodson, M. R. "Project MODELS: Maximizing Opportunities for Development and Experimentation in Learning in the Schools."
Tape prepared by initiators of the R & I Unit.

Evaluation:

Recall of project short titles, chief investigators, and corresponding topics will be checked by paper and pencil tests. Oral questioning on research findings in the several categories will be followed by paper and pencil tests of recall.

Number: 5084 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Development of the Multiunit School

Target Population: C/U

Behavioral Objectives: 1

The instructor will demonstrate knowledge of problems that might be encountered when changing from a system of self-contained classrooms to a multiunit system and describe possible solutions.

Treatment:

The class will prepare for a mock argument by a faculty group (on a proposal) to change from system of self-contained classrooms to one utilizing a multiunit scheme by reading and reviewing literature on the practical and structural aspects of the new approach, as well as on its advantages and disadvantages in purpose and potential. Roles will be assumed by persons on both sides of the question during the actual simulation of the meeting. Upon its conclusion, the group will analyze the various contributions for problems raised and will suggest possible solutions.

Materials:

Klausmeier, H. J.; Cook, D. M.; et al. "Project MODELS: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Educational Research and Development." Goodson, M. R. and Hommes, R. "A Team Designed for School System Changing."

Role playing facilities. References describing cases of schools making the transition and describing structure of a multiunit system.

Evaluation:

Each individual will prepare an essay in response to a question calling for him to list at least three potential problems related to this objective and to describe possible solutions.

Number: 5085 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

The instructor will define "Treatment" as related to teaching and identify necessary research to be done in this area.

Treatment:

Class members will read and study selected papers concerning research on teacher behaviors and search for the meaning of the concept of "Treatment" as utilized by Smith and Meux. They will also note the several types of possible research that might be done to validate the use of particular "Treatments" for particular ends. Discussion of the range of needed research of this kind will be undertaken and illustration of potential researchable hypotheses will be offered.

Materials:

Smith, B. O. et al. A Tentative Report on the Strategies of Teaching. Smith, B. O. et al. A Study of the Strategies of Teaching. Review of Educational Research, (June, 1967). Cyphert, F. R. "Conspectus." Smith, B. O. and Meux, M. "Research in Teacher Education: Problems, Analysis, and Criticism." Meux, M.O. "Studies of Learning in the School Setting."

Evaluation:

Each individual will write a definition of the Smith and Meux concept of "Treatment". In addition, each individual will choose from a lengthy list of research hypotheses, those that can correctly be classified as within the range of possible research on "Treatment".

Number: 5086 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to list important interrelationships involved in teaching in the order of priority for study, the instructor should list:

a. teacher behaviors in relation to learning goals and student behavior
b. teacher education and learning of experienced and prospective teachers
c. prospective teachers in relation to experienced teachers and pupils in school
d. behavior of teacher educator and behavior of teacher--controlled to a degree that desired behaviors in students is effected.

Treatment:

From individual's efforts to survey the types of research needed on teaching, the class will compile a list of research targets related to the dynamics involved in teaching. The class will discuss reasons for which of the interrelationships compiled in this list has priority for research needed. The class will rank them in order of priority and compare their list with that found in Cyphert, 306-07.

Materials:

Cyphert, F. R. and Spaights, E. *An Analysis and Projection of Research in Teacher Education*. Cyphert, F. R. "Conspectus."

Evaluation:

The four interrelationships given in the above objective will be supplied to individuals in random order and they will be called upon to rank them in order of priority and to present reasons for this ranking.

Number: 5087 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: *1*

The instructor will describe the *macro* and *micro* approaches to research.

Treatment:

Upon analysis of the literature related to optimum strategies in research methodology pertaining to studies on teaching, the class will engage in discussion of the pro's and con's of the two above mentioned approaches.

Materials:

Gage, N. L. *An Analytic Approach to Research on Instructional Method*. Gage, N. L. "Paradigms for Research on Teaching." Cyphert, F. R. "Conspectus."

Evaluation:

Each individual will distinguish between the *macro* and *micro* approaches to research by writing descriptions of each.

Number: 5088 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the common deterrents to validity in research on teaching and describe a possible solution.

Treatment:

Each individual will be supplied a copy of the Cyphert paper and will study section two of the section entitled "Research Process" for significant deterrents to the production of quantities of valid knowledge. The class will analyze and discuss these difficulties and endeavor to recognize guidelines for overcoming them.

Materials:

Cyphert, F. R. "Conspectus."

Evaluation:

Each individual will identify:
(1) confusion over exploratory and well-controlled studies
(2) tendency to employ a variety of methodologies on a series of disjointed phenomena.

Each will prepare a paper in which a possible solution to both types of deterrents will be furnished. Acceptable answers will meet criteria formulated by the class for overcoming the actual technical difficulties to validity.

Number: 5089 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will identify the fact that the main targets for previous teacher behavior research have been:
   a. what the teacher knows
   b. what the teacher is as a person
   c. what the teacher values.

He will describe how the teacher's classroom behavior was inferred from these studies.

(2) The instructor will describe how current researchers have inverted the process described in the above objective and will list the reasons why the present method is more valid.

Treatment:

The class will divide into four working teams to survey the four types of research mentioned above. By identifying particular research studies that can be categorized into any one of these four types and by studying and analyzing the characteristic research approach taken in the case of each type, the working teams will report to each other a general description of the entry points or targets for study taken up in each category and what is usually inferred from the data derived from each type of approach. Class members will debate the merit and validity of each of the four research approaches in terms of their potential for yielding useful inferences about the kind of teacher behavior that results in maximum effectiveness.

Materials:

Biddle, B. J. and Ellena, W. (Eds.) Contemporary Research on Teacher Effectiveness. Cyphert, F. R. and Spaights, E. An Analysis and Projection of Research in Teacher Education. Review of Educational Research, (June, 1967). Association for Supervision and Curriculum Development. The Way Teaching Is. Cyphert, F. R. "The Research Context and the Goals of Teacher Education: Another Perspective." Hermanowicz, H. J. "Studies of Teaching and Their Impact on Future Developments in Teacher Education." Medley, D. and Lantz, D. "Classroom Application of Teacher Behavior Research." Meux, M. O. "Studies of Learning in the School Setting."

Evaluation:

Each individual will write for each of the four research approaches identified in class a description of the process characteristically utilized in moving from data about the research target to a teacher's classroom behavior. Each individual will write a list of the reasons why starting with direct study of data on teaching behavior is seen as the most valid approach of the four.

Number: 5090 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe various methods of establishing a model of teacher effectiveness.

Treatment:

The class will hear individuals reporting on as many different models of teacher effectiveness as can be sought out and described. Comparisons and contrasts will be drawn among the models presented, and various methods used in establishing these models will be discussed. An attempt should be made to list appropriate bases for determining which means of establishing a model may be most fruitful for yielding research findings that can serve to undergird effective teaching practices.

Materials:

Medley, D. M. "The Research Context and the Goals of Teacher Education." Biddle, B. J. "Methods and Concepts in Classroom Research." Gage, N. L. and Unruh, W. "Theoretical Formulations for Research on Teaching." Gage, N. L. "Paradigms for Research on Teaching." Meux, M. O. "Studies of Learning in the School Setting."

Evaluation:

Individuals will distinguish in writing at least four ways in which models of teacher effectiveness may be conceived.

Number: 5091 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the basis for study of the dynamics of teacher-learner interaction and identify possible areas of research related to it.

Treatment:

The class will locate studies focusing upon either teacher performance, learner performance, or teacher-learner interaction, and will jointly analyze the basis for studying each type with reference to the relative potential for maximizing the effects of teaching. The class will consider the advantages of the dynamic interaction model and survey the areas of research related to it which have been investigated in the studies located. In addition, class members may suggest other possible areas in which related research may not as yet have been done.

Materials:

Cyphert, F. R. "The Research Context and the Goals of Teacher Education: Another Perspective." Medley, D. M. "The Research Context and the Goals of Teacher Education." Biddle, B. J. "Methods and Concepts in Classroom Research: Teacher-Target Interaction." Gage, N. L. and Unruh, W. "Theoretical Formulations for Research on Teaching: Models of the Domain of Research on Teaching."

Evaluation:

Individuals will be called upon to explain in writing the reasons cited in class for focusing research in the teaching process upon a dynamic teacher-learner interaction model. At least four categories of empirically derived relationships between a taxonomy of teacher behaviors and a taxonomy of learner behaviors shall be identified also.

Number: 5092 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to list the variables to be identified when studying teaching activities, the instructor will list:

a. nonrelevant variables
b. relevant but noncontrollable variables
c. relevant and manipulatable variables.

Treatment:

A comprehensive review of the descriptive studies on teaching activities will be undertaken by the class to detect those dimensions which are nonrelevant with respect to their effect on learners, those which are relevant but noncontrollable, and those relevant and manipulatable. Specific examples of each of these dimensions will be explored for their suitability as variables in research designs which seek to discover valid, interrelated knowledge that can be generalizable and acknowledged as public truth. Determination shall be made of which of the three dimensions can in fact furnish appropriate variables toward this end of definable theory on teaching.

Materials:

Review of Educational Research, (June, 1967), Chapter 10 and 11, and (December, 1967), Chapter 4. Cyphert, F. R. "The Research Context and the Goals of Teacher Education: Another Perspective." Foshay, A. W. "Professional Education: The Discipline of the Act."

Evaluation:

Individuals will answer orally the question of what kind of variables may be identified when studying teaching descriptively and must differentiate which of them most readily may serve for generating explanatory generalizations or theory.

Number: 5093 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

The instructor will list the major specifications to be included in a particular criteria of teacher effectiveness.

Treatment:

Individuals will read Medley's paper through page 8 and identify on pages 6 and 7 six types of elements that may constitute any particular set of criteria for teacher effectiveness, assuming no single set of criteria is totally applicable to all teachers nor desirable, to wit: the subject and objectives to be taught, the special characteristics of a target pupil population, the student teacher's present or natural behavior pattern, the behavioral goals for the teacher, the kind of teacher he wishes to be, the situation in which he may be employed -- the total set of criteria being capable of being applied to teaching styles (individually developed behavior patterns). Additional categories may be suggested which might make more comprehensive any set of criteria. The class will suggest various specific formulations on each of the six elements and interpret the resultant differences in a whole set of criteria as these individual formulations are varied.

Materials:

Medley, D. M. "The Research Context and the Goals of Teacher Education."

Evaluation:

Each individual in the class must name in response to a request for a written statement of the six major categories of specification, those identified by the class from the Medley paper and any additional ones suggested and agreed upon as relevant.

Number: 5094 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education Practices

Topic: Research on Teaching

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to list the areas of teaching effectiveness which require research, the teacher will include:

a. discovery of distinct teaching styles, one as effective as the others

b. fitting of teaching styles with corresponding effectiveness criteria.

Treatment:

The class will summarize their studies of all previous references related to the topic of teacher effectiveness and speculate on areas of research still needed to be undertaken or recognize those being urged by analysts of the current status of such research. Special note shall be taken of matters concerning the concept of "teaching styles".

Materials:

Medley, D. M. "The Research Context and the Goals of Teacher Education."
Cyphert, F. R. "The Research Context and the Goals of Teacher Education: Another Perspective."

Evaluation:

Individuals will indicate in written form areas of research related to teaching effectiveness which need to be undertaken henceforth. The two areas mentioned in the objective must be dealt with.

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RESEARCH ON TEACHER CHARACTERISTICS

Number: 5001 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify that the term "teacher characteristics" includes the intellectual and personality characteristics of teachers.
(2) The student will identify that the individual differences of teachers influences teaching effectiveness in different learning situations.

Treatment:

Students will read descriptions of teachers from current anecdotal literature, and will write accounts from their own recollections of effective and ineffective teachers. Through analysis and discussion of that accounts they have written and read, students will distinguish between teacher behaviors and perceived teacher characteristics.

Materials:

Getzels, J. W., and Jackson, P. W. "The Teacher's Personality and Characteristics," Handbook of Research on Teaching.
Biographies, fiction, accounts of teaching in "methods" textbooks.

Evaluation:

Evidence in discussion and interviews of students' appropriate classifications of behaviors and characteristics.

Number: 5002 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will become familiar with the major research studies in the area of teacher characteristics.

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(2) Given a series of research reports on teacher characteristics and the instruction to evaluate the reports, the student will use the proper procedures to perform the evaluation.

Treatment:

Students will hear lectures, symposia on past, current, and needed research on teacher characteristics and teacher effectiveness. Students will discuss the lectures, and under the instructor's guidance will develop criteria and a checklist for summarizing and evaluating research reports. Students will apply their understanding of these procedures to reports in professional journals.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Ryans, D. G. Characteristics of Teachers. Barr, A. S. "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations," Journal of Experimental Education.

Evaluation:

Use of paper-pencil test to determine recall and understanding of major studies, their findings, and their limitations.

Number: 5003 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will demonstrate familiarity with those teacher characteristics that generally contribute to effective teaching.

Treatment:

Students will read and familiarize themselves with relevant portions of Heil's and Ryans' reports, and will discuss the characteristics of the teacher types presented in these studies. They will view videotapes and film clips of classroom teaching and attempt to identify teacher characteristics which they observe.

Materials:

Ryans, D. G. Characteristics of Teachers. Heil, L. M. "Personality Variables: An Important Determinant in Effective Elementary School Instruction," Theory Into Practice.

Evaluation:

Paper and pencil tests will be used to measure recall and understanding of teacher typology and major findings of the studies mentioned.

Number: 5017 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: Admin.

Behavioral Objectives: 1

The student will apply relevant information about the research on teacher personality and characteristics in making teacher assignments.

Treatment:

The student (administrator) will encourage teachers in his school to discuss and examine research studies on the relationship between teacher and pupil characteristics so that this relationship can more frequently be an explicit basis for assigning teachers and pupils.

The student (administrator) should be aware that research on teacher characteristics has yielded very little information that can be applied to improving teacher assignments.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching, (Chapter 11).

Evaluation:

Observation and interviewing in an internship will determine the students' attainment of the objective.

Number: 5018 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: C/U

Behavioral Objectives: 1

The instructor will become aware that the term "teacher characteristics" includes the intellectual and personality characteristics of teachers.

Treatment:

In class discussions, and in reports on classroom observation and written descriptions of teachers, instructors will differentiate among social background factors, teacher behaviors, and perceived teacher characteristics.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

The instructor will evidence in discussions and in written assignments his appropriate differentiation among these three terms.

Number: 5019 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: C/U

Behavioral Objectives: 1

The instructor will become familiar with the major research studies in the area of teacher characteristics.

Treatment:

Instructors will read, summarize, and discuss major studies on teacher characteristics.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

Instructors will demonstrate their familiarity with the major studies through class discussion and written projects.

Number: 5020 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: C/U

Behavioral Objectives: 1

Given a series of research reports on teacher characteristics and the instruction to evaluate the reports, the instructor will use the proper procedures to perform the evaluation.

Treatment:

Instructors will develop, under the guidance of a research-trained coordinator, criteria and a checklist for summarizing and evaluating research reports. (This activity might be conducted in support of the review of literature of an ongoing study of teacher effectiveness.) Instructors will apply this checklist to representative reports of research on teacher characteristics.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching.

A good representative bibliography of criteria and instrumentation for evaluating research reports is in Suydam, M. N. "An Instrument for Evaluating Experimental Educational Research Reports," Journal of Educational Research.

Evaluation:

Application of the criteria which the instructors develop, either in a class exercise or in a review of literature for a research study, will be evidence of the achievement of this objective.

Number: 5021 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Teacher Characteristics

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will identify the major objectives of D. G. Ryans' Characteristics of Teachers.

(2) The instructor will identify the patterns of teacher behavior as established in Ryans' Characteristics of Teachers.

(3) The instructor will describe the major findings of the Characteristics of Teachers, as related to teacher effectiveness and identify those teacher characteristics that generally contribute to effective teaching.

Treatment:

Instructors will read and familiarize themselves with relevant portions of Ryans' book. They will view videotapes, observe classroom teachers and attempt to identify the teacher characteristics which they observe. They will also attempt to relate these characteristics to the major dimensions of Ryans' typology.

Materials:

Ryans, D. G. Characteristics of Teachers.

Evaluation:

Paper and pencil tests to measure recall and understanding of teacher typology and the major findings of Ryans' study.

Number: 5004 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Attitudes

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 3

(1) Given a series of descriptions of teacher attitudes, the student will identify those likely to have a positive effect on teacher effectiveness in the classroom.
(2) Given a series of attitudes, the student will identify those likely to have a negative effect on teacher effectiveness in the classroom.
(3) The student will identify the characteristics of a representative attitude survey for a teacher.

Treatment:

Students will read and familiarize themselves with relevant portions of the MTAI manual, will discuss the rationale of the instrument, and will examine representative items from the instrument, attempting to predict the contribution each item makes to the scoring pattern of the inventory.

Materials:

Cook, W. W.; Leeds, C. H.; and Callis, R. Minnesota Teacher Attitude Inventory.

Evaluation:

Accuracy of students' predictions of the scoring of MTAI items will indicate achievement of Objectives 1 and 2. A paper and pencil test will indicate recall and understanding of characteristics in Objective 3.

Number: 5005 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Attitudes

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a description of a teaching situation that includes:

a. the socio-economic factors of the community
b. subject matter and grade level
c. personality pattern profiles on the pupils
d. a completed attitude survey of the teacher, and the instruction to identify the attitudes of the teacher that would have a positive effect and those that would have a negative effect on the elementary children, the student will make the appropriate selections.

Treatment:

Following the recommended treatment for Specification 5004 the student will examine relevant background data from a simulated situation such as the SRA Teaching Problems Laboratory and perform the appropriate selections. Other students in the class or seminar will role play various pupils in the simulated class and evaluate the appropriateness of the student's selections.

Materials:

Simulated classroom background information, such as the SRA Teaching Problems Laboratory.

Evaluation:

Role playing in the simulated situation will be evidence of the student's ability to perform the specified task.

Number: 5022 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Attitudes

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major tests and what they measure in measuring teacher attitudes.

Treatment:

In a course in educational, psychological and vocational testing, the student (instructor) will read and familiarize himself with textbook material, test manuals, and such statements as the APA "Technical Recommendations for Psychological Tests and Diagnostic Techniques." Lectures, discussion, individual assignments in test-taking, summarizing, and reciting will contribute to understanding and recall of relevant information.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Buros, O. K. Mental Measurements Yearbook(s).

Textbooks, examiners manuals and specimen sets of standardized tests.

Evaluation:

Above mentioned activities, including paper-pencil tests, will measure recall and recognition.

Number: 5023 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Attitudes

Target Population: C/U

Behavioral Objectives: 1

The instructor will assess the results of research studies concerning the measurement of teacher attitudes and determine the applicability of such measures to teacher education.

Treatment:

Student (instructor) will familiarize himself with relevant chapters in the Handbook of Research on Teaching and the pertinent citations referred to. Appropriate application activities would include:

(1) Writing reviews or critical summaries of research literature in one of the four fields as term projects
(2) writing such summaries in support of ongoing research in teacher characteristics, or
(3) preparing summaries to use in classes for pre-service and in-service teachers.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

Professor's or coordinator's appraisal of student's written summaries.

Number: 5024 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Attitudes

Target Population: C/U

Behavioral Objectives: 2

(1) Given a series of descriptions of teacher attitudes, the instructor will identify those likely to have a positive effect on teacher effectiveness in the classroom.

(2) Given a series of attitudes, the instructor will identify those likely to have a negative effect on teacher effectiveness in the classroom.

Treatment:

The student (instructor) will study pertinent research literature, examine representative inventories of attitudes, values, and interests (such as MTAI, Kuder Preference Record, F-Scale), select high- and low-valence items and incorporate them into his own teacher characteristics survey. He will defend his rationale for item selection in a seminar of fellow students (instructors) and, if possible, field test his survey and analyze the results.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Ryans, D. G. Characteristics of Teachers.

Selected test and inventory manuals.

Evaluation:

Student's defense of his rationale will permit evaluation of this objective.

Number: 5025 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Attitudes

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will describe a classroom situation in his area of specialization, including:
- a. the socio-economic factors of the community
- b. subject matter and course level, and
- c. personality pattern profiles on ten students.

(2) He will list the teacher attitudes that contribute to effective teaching in the class described.

Treatment:

The student (instructor) will read and study relevant research reports on characteristics of effective college teachers. He will write the required description and submit it to his classmate for evaluation and discussion.

Materials:

Sanford, N. (Ed.) The American College. Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

Group evaluation of the required descriptions will provide evidence of the achievement of this objective.

Number: 5006 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Values, Interests, and Favored Activities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a series of descriptions of teacher values, interests, and favored activities, the student will identify those likely to have a positive effect and those likely to have a negative effect on teacher effectiveness in the multiunit elementary school.

Treatment:

Students will read and familiarize themselves with the manual for the Kuder Preference Record. They will discuss the rationale for the test, noting shortcomings in validation procedures. They will examine representative items from the interest inventory in the Ryans' study, and discuss the probable contribution of these items to prediction of teacher effectiveness. Students should be encouraged to note and consider the probable differential effect with respect to pupils of differing personality pattern profiles.

Materials:

Ryans, D. G. Characteristics of Teachers. Kuder, G. F. Examiner Manual for the Kuder Preference Record.

Evaluation:

The students' accuracy of predictions of the validity of items in the Ryans' or Kuder inventories will indicate competency of understanding in this area.

Number: 5007 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Values, Interests, and Favored Activities

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a description of a teaching situation that includes:

a. the socio-economic factors of the community
b. the subject matter area and grade level
c. personality pattern profiles for the pupils
d. a survey that reveals the values, interests, and favored activites of Teacher X, and the instruction to indicate values, interests which would have a positive effect on elementary children and those that would have a negative effect, the student will make the appropriate selections.

Treatment:

After the student has performed the tasks for Specification 5006, he will assemble relevant data from a real or simulated situation. He will examine the data and make his selections and defend them within a small group of students who have studied the same data.

Materials:

Protocol material compiled from census data, test and inventory data from real or hypothetical pupil and teacher populations, manuals for interest or activity inventories (such as the Strong Vocational Interest Blank, Kuder Preference Record, or Ryans' Teacher Characteristics Study).

Evaluation:

Performance of the selections and defense of them in a seminar group will indicate the students' achievement of this objective.

Number: 5026 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Values, Interests, Favored Activities

Target Population: C/U

Behavioral Objectives: 1

The instructor will select the major tests used to measure values, interests, and favored activities and identify the distinguishing characteristics of the tests.

Treatment:

In a course in educational, psychological and vocational testing, the student (instructor) will read and familiarize himself with textbook material, test manuals, and such statements as the APA "Technical Recommendations for Psychological Tests and Diagnostic Techniques." Lectures, discussion, individual assignments in test-taking, summarizing, and reciting will contribute to understanding and recall of relevant information.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Buros, O. K. Mental Measurements in Yearbook(s).
Textbooks, examiner's manuals and specimen sets of standardized tests.

Evaluation:

Above mentioned activities, including paper-pencil tests, will measure recall and recognition.

Number: 5027 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Values, Interests, and Favored Activities

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major contributors to research on teacher values, interests, and favored activities, and the conclusions drawn from their studies.

Treatment:

Student (instructor) will familiarize himself with relevant chapters in the Handbook of Research on Teaching and the pertinent citations referred to. Appropriate application activities would include:
(1) writing reviews or critical summaries of research literature in one of the four fields as term projects,

(2) writing such summaries in support of ongoing research in teacher characteristics, or
(3) preparing summaries to use in classes for pre-service and in-service teachers.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

Professor's or coordinator's appraisal of student's written summaries.

Number: 5028 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Values, Interests, and Favored Activities

Target Population: C/U

Behavioral Objectives: 1

Given a series of descriptions of teacher values, interests, and favored activities, the instructor will identify those likely to have a positive effect and those likely to have a negative effect on teacher effectiveness in the multiunit elementary school.

Treatment:

The student (instructor) wil study pertinent research literature, examine representative inventories of attitudes, values, and interests (such as MTAI, Kuder Preference Record, F-Scale), select high- and low-valence items and incorporate them into his own teacher characteristics survey. He will defend his rationale for item selection in a seminar of fellow students (instructors) and, if possible, field test his survey and analyze the results.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Ryans, D. G. Characteristics of Teachers.
Selected test and inventory manuals.

Evaluation:

Student's defense of his rationale will permit evaluation of this objective.

Number: 5030 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Adjustment Needs

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the use of the major instruments in Specification 5029 for predicting teacher effectiveness.

Treatment:

The student (instructor) will read, summarize, and report to his classmates on representative studies of teacher personality and its relation to teacher effectiveness.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Wilk, R. E. and Edson, W. H. A Study of the Relationships Between Observed Classroom Behaviors of Elementary Student Teachers, Predictors of Those Behaviors, and Ratings by Supervisors. Guba, E. G.; Jackson, P. W.; and Bidwell, C. E. "Occupational Choice and the Teaching Career," Educational Research Bulletin.

Evaluation:

Student's performance of above described task will indicate his understanding of the objective.

Number: 5008 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Personality Factors

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify the personality variables most adaptable to instruction in the multiunit elementary school.

Treatment:

The student will read relevant portions of the Washburne and Heil study, the Lambert, Goodwin and Wiersma study, and discuss findings and implications with the instructor and classmates.

Materials:

Ryans, D. G. Characteristics of Teachers. Heil, L. M. "Personality Variables: An Important Determinant in Effective Elementary School Instruction," Theory Into Practice. Lambert, P.; Goodwin, W. L.; and Wiersma, W. "A Study of the Elementary School Teaching Team," Elementary School Journal.

Evaluation:

Evidence from discussion or paper-pencil test will indicate the students' understanding and recall of relevant information.

Number: 5015 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Personality Factors

Target Population: In-S.

Behavioral Objectives: 2

(1) Given all relevant information regarding a particular classroom and the problems inherent in that specific learning situation, the student who is to guide an intern will use the intern's basic personality configuration in order to more professionally advise him when he needs help.
(2) Given a teaching situation in which several teachers plan and work cooperatively, the student will take into consideration the basic personality configurations of the teachers in such a way as to achieve greater harmony.

Treatment:

The teaching team (whether composed of master and intern or members of equivalent status) will undergo "sensitivity training" under the direction of a professional trainer.

Materials:

Information on training programs and facilities is available through National Training Laboratories, NEA, Washington, D. C.

Evaluation:

Evaluation techniques inherent in the training-group procedures.

Number: 5016 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Personality Factors

Target Population: Admin.

Behavioral Objectives: 1

Given the basic personality configurations of three teachers and the instruction to select a teacher for a school with a high incidence of disciplinary problems, the student will make an appropriate selection.

Treatment:

The class or seminar will be organized into groups and provided with protocol materials to assist them in making administrative personnel decisions in a simulated environment. As each group member makes his selection, the other group members will role play members of the administrative committee or board of education in order to provide a jury to which he can justify his choice.

Materials:

Protocol materials available in school administration simulation kits.

Evaluation:

Group criticism and testing of the decisions will provide a setting both for self-evaluation and for appraisal by an instructor.

Number: 5029 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Personality Factors

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major instruments used in studying personality and indicate the distinguishing characteristics.

Treatment:

In a course in educational, psychological and vocational testing, the student (instructor) will read and familiarize himself with textbook material, test manuals, and such statements as the APA "Technical Recommendations for Psychological Tests and Diagnostic Techniques." Lectures, discussion, individual assignments in test-taking, summarizing, and reciting will contribute to understanding and recall of relevant information.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Buros, O. K. Mental Measurements Yearbook(s).
Textbooks, examiner's manuals and specimen sets of standardized tests.

Evaluation:

Above mentioned activities, including paper-pencil tests, will measure recall and recognition.

Number: 5031 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Personality Factors

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major contributors to research on teacher personality factors and the conclusions drawn from their studies.

Treatment:

Student (instructor) will familiarize himself with relevant chapters in the Handbook of Research on Teaching and the pertinent citations referred to. Appropriate application activities would include:

(1) writing reviews or critical summaries of research literature in one of the four fields as term projects
(2) writing such summaries in support of ongoing research in teacher characteristics, or
(3) preparing summaries to use in classes for pre-service and in-service teachers.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

Professor's or coordinator's appraisal of student's written summaries.

Number: 5032 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Personality Factors

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the personality variables most adaptable to instruction in the multiunit elementary school.

Treatment:

The student (instructor) will read and study relevant portions of the Heil study, giving particular attention to the definition and measurement of personality. He will summarize the findings of the study.

Materials:

Heil, L. M. "Personality Variables: An Important Determinant in Effective Elementary School Instruction," Theory Into Practice.

Evaluation:

Student summaries, discussion, paper-pencil tests.

Number: 5034 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cognitive Abilities

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major tests used to indicate cognitive ability of teachers and indicate their particular characteristics.

Treatment:

In a course in educational, psychological and vocational testing, the student (instructor) will read and familiarize himself with textbook material, test manuals, and such statements as the APA "Technical Recommendations for Psychological Tests and Diagnostic Techniques." Lectures, discussions, individual assignments in test-taking, summarizing, and reciting will contribute to understanding and recall of relevant information.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Buros, O. K. Mental Measurements Yearbook(s).
Textbooks, examiner's manuals and specimen sets of standardized tests.

Evaluation:

Above mentioned activities, including paper-pencil tests, will measure recall and recognition.

Number: 5035 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cognitive Abilities

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the general conclusions reached and their implications for teacher education in studies that compare the cognitive abilities of teachers with various factors of teacher behavior and teacher effectiveness.

Treatment:

Student (instructor) will familiarize himself with relevant chapters in the *Handbook of Research on Teaching* and the pertinent citations referred to. Appropriate application activities would include:

(1) writing reviews or critical summaries of research literature in one of the four fields as term projects,

(2) writing such summaries in support of ongoing research in teacher characteristics, or

(3) preparing summaries to use in classes for pre-service and in-service teachers.

Materials:

Gage, N. L. (Ed.) *Handbook of Research on Teaching.*

Evaluation:

Professor's or coordinator's appraisal of student's written summaries.

Number: 5009 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the instruction to define the terms cross-cultural and cross-national as related to teacher characteristics, the student will write an appropriate statement.

Treatment:

The student will locate and assemble relevant data concerning cross-cultural and cross-national studies of children's achievement and teacher characteristics. From such sources he will develop definitions of the terms stated in the objective and prepare a brief summary of the relevance of these terms to a more complete understanding of teacher characteristics.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Husen, T. (Ed.) International Study of Achievement in Mathematics. Dickson, G. E. and others, The Characteristics of Teacher Education Students in the British Isles and the United States. Taylor, H. The World and the American Teacher. Havighurst, R. J. "Cross-national Studies of Children and Adolescents," The Journal of Teacher Education.

Evaluation:

The completion of the special assignment to prepare a written summary of the definitions and the relevance of these definitions to understanding of teacher characteristics.

Number: 5010 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given a series of teaching situations that include:
  a. the socio-economic factors of the community
  b. a subject matter and the grade level to be taught
  c. a personality pattern profile on pupils
  d. a completed survey that reveals the cultural and national characteristics of the teacher,
the student will identify:
  a. the characteristics that are cross-cultural and cross-national
  b. the cultural and national characteristics that differ between the teacher and the target population
  c. the characteristics that differ between the teacher and the target population but are considered as having little adverse effect on teaching effectiveness
  d. those differing characteristics that are considered adversely affecting teacher effectiveness.

Treatment:

The student will be provided access to a variety of teaching situations in elementary schools that represent various aspects of the factors indicated in the objective. On an observation form he will record and label the characteristics as observed which affect, positively or negatively, the teaching situation. These will be discussed in a class session devoted to a consideration of cross-cultural and cross-national characteristics. Such activity can occur in a term spent abroad and/or during a term involving the visiting of various types of schools in the vicinity of his collegiate institution.

Materials:

A statement of the socio-economic factors existing in the community containing the schools being observed, a personality pattern profile on pupils observed and a completed survey of the cultural and national characteristics of the teachers observed.

Evaluation:

The student will prepare an oral report to be used as a basis for class discussion of cross-cultural and cross-national characteristics.

Number: 5011 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given:
a. a particular teacher survey to complete
b. the socio-economic factors of the community
c. the subject matter and grade level he is to teach
d. the personality pattern profiles on each of the ten students that comprise his class in that subject matter,

the student will complete the teacher survey by writing in his own personal answer to the survey and making appropriate adjustments.

Treatment:

The particular teacher survey to complete will be that for the student to whom the objective is directed. Self analysis will begin in a student teaching or internship situation and will continue throughout the time the student is assigned to the situation. Self analysis and resulting daily adjustments will occur through daily self observations, videotape analyses, and daily discussions with the student's teaching supervisors. The final result will be a personal log or survey of the student's personal and cross-cultural adjustments to the ten students pre-selected for teacher-pupil analysis.

Materials:

Knowledge of the socio-economic factors of the community and personality pattern profiles for each of ten pre-selected students.

Evaluation:

The writing of the personal survey will indicate the student's degree of self analysis and understanding of his interactions with ten pupils.

Number: 5012 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will indicate the major empirical cross-national investigations of educational achievement and teacher characteristics and state the important conclusions and educational implications of each for teacher education reform.

Treatment:

The student will read and analyze the major sources providing information on cross-national investigations involving elementary children and/or teachers. He will prepare a series of 4 x 6 cards containing condensed information on each study, including conclusions and implications. These will become the basis for developing an exhibit on the possible relationships of cross-national studies to teacher education improvement.

Materials:

Dickson, G. E. and others, The Characteristics of Teacher Education Students in the British Isles and the United States. Foshay, A. W. and others, Educational Achievement of Thirteen-Year Olds in Twelve Countries. Gibson, R. L. and others, A Comparative Study of the Academic Achievement of Elementary Age Students in the United States and the British Isles. Husen, T. (Ed.) International Study of Achievement in Mathematics. Dickson, G. E. "International Teacher Education Research: A New Frame of Reference for Teacher Education Reform," Journal of Teacher Education. Havighurst, R. G. "Cross-national Studies and Adolescents," Journal of Teacher Education. Torrance, E. P. "Testing the Educational and Psychological Developments of Students from Other Cultures and Subcultures," Review of Educational Research.

Evaluation:

A demonstration of the relationships suggested through an explanation of the exhibit constructed and reported.

Number: 5013 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: Pre-S., Elem.

Behavioral Objectives: 2

(1) The student will observe, participate, and teach in American and foreign communities and cultures different from his own during his pre-service teacher education program for the minimum of a college term and, hopefully, a year of service and study.

(2) The student will cooperatively plan, with his instructor(s) and advisor, seminar and field work which includes study and/or teaching projects in various communities and cultures, foreign and domestic.

Treatment:

During the student's years of pre-service education which includes the internship, he will plan with his faculty advisors, the mobile aspects of his college work which calls for educational and social study and service to communities (rural and urban areas in the United States and other countries)--wherever his particular talents can be used. Such activities will take place during summers, non-resident terms, travel-study projects, weekend institutes, or a full semester or year of foreign study. Student study and service will be channeled, as far as possible, through existing domestic and international programs and agencies. The student will be required to plan his study and service experiences in detail, read extensively to prepare himself for immersion in other cultures, utilize modern methodology and technology in as far as it is available at the study site, record his experiences, evaluate his efforts, and prepare a report covering the foregoing items.

Materials:

Taylor, H. The World and the American Teacher.

Books and publications describing different environments and cultures.

Teaching materials available to the student in his study and teaching situation.

Evaluation:

The written report which will contain a cumulative record of the student's study and teaching activities will be reviewed with his major faculty advisor and reported on extensively in a seminar following the activities. Observations and evaluations of any student teaching will be forwarded to the student's home institution for review and recording. Pre- and post-tests for teacher attitude and personality will be administered.

Number: 5014 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will reflect (as gleaned through his study of the social and behavioral sciences) a "world point of view on man and society" as evidenced in his attitudes and actions toward children of different cultures and his treatment of course content in teaching experiences with elementary age children.

Treatment:

The student will be assigned study and experience contacts with children of various racial and cultural composition. Such assignments will be both in domestic and foreign situations. The student will have had opportunities through his study of the social and behavioral sciences to become aware of himself and his place in the world at large through exploration of world geography, the world's peoples (western and non-western cultures), the science of physical characteristics and foundations of nature, and to learn the arts, philosophy and ideas of mankind. He will reflect through his teaching an understanding of the nature and character of the world itself in its contemporary manifestation and will provide useful activities for children in this context.

Materials:

Taylor, H. The World and the American Teacher.
Books, displays, exhibits, film strips, films, maps, newspapers, museums, pictures, etc. as needed for the teaching situation.

Evaluation:

Observation of student teaching and internship experiences to determine if the teacher exhibits the attitudes required by the objective. Pre- and post-tests on cultural and international attitudes can be utilized when available.

Number: 5036 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to define the terms cross-cultural and cross-national as related to teacher characteristics, the instructor will make an appropriate statement.

Treatment:

The student will locate and assemble relevant studies concerning cross-cultural and cross-national teacher characteristics as well as studies of cross-cultural and cross-national elementary school children's achievement.

From such sources he will develop definitions of the terms stated in the objective and prepare a brief statement of the relevance of these terms to a more complete understanding of teacher characteristics.

Materials:

Ryans, D. G. The Characteristics of Teachers. Gage, N. L. (Ed.) Handbook of Research on Teaching. Dickson, G. E. and others, The Characteristics of Teacher Education Students in the British Isles and the United States. Foshay, A. W. and others, Educational Achievements of Thirteen-Year Olds in Twelve Countries. Husen, T. (Ed.) International Study of Achievement in Mathematics. Havighurst, R. J. "Cross-national Studies of Children and Adolescents," Journal of Teacher Education.

Evaluation:

A written statement will be prepared containing a definition of the terms cross-cultural and cross-national as they relate to elementary education and elementary teacher characteristics. The statement will be the basis for an oral report on the subject when this is requested.

Number: 5037 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major contributors to empirical research on pupil achievement and teacher characteristics, cross-cultural and cross-national, and the conclusions drawn from their studies.

Treatment:

The student will read and analyze the major sources providing information on cross-cultural and cross-national investigations involving elementary school children and/or teachers. A brief record of the purpose of the investigation and their general findings, conclusions and implications will be made.

Materials:

Dickson, G. E. and others, The Characteristics of Teacher Education Students in the British Isles and the United States. Foshay, A. W. and others, Educational Achievement of Thirteen-Year Olds in Twelve Countries. Gibson, R. L. and others, A Comparative Study of the Academic Achievement of Elementary Age Students in the United States and the British Isles. Husen, T. (Ed.) International Study of Achievement in Mathematics. Dickson, G. E. "International Teacher Education Research: The New Frame of Reference for Teacher Education Reform," Journal of Teacher Education.

Havighurst, R. J. "Cross-national Studies of Children and Adolescents," Journal of Teacher Education. Torrance, E. P. "Testing the Educational and Psychological Development of Students from Other Cultures and Sub-Cultures," Review of Educational Research.

Evaluation:

The student will be ready upon request to demonstrate his knowledge of relevant studies pertinent to the objective. He will aid students in developing their exhibits on the possible relationships of cross-national, cross-cultural studies to teacher education improvement.

Number: 5038 --

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: C/U

Behavioral Objectives: 1

The instructor will, with the cooperation of the University administration, develop an international teaching center for the purposes of aiding students to experience study and teaching projects (field work) in cultures and countries different than their own, through existing institutions (UNESCO, AID, American Overseas Schools, Peace Corps, etc.) and also through specially arranged visits or exchanges.

Treatment:

The need of an institutional international teaching center will recognize that the teacher of the future must possess an international outlook which means an understanding of society and education in other lands as well as the competence to work in the schools of other countries. The international teaching center will have contacts with various international institutions and organizations through which the institutions' students can be assigned for educational study and service. All international student activities will be organized and coordinated through an institutional center.

Materials:

Taylor, H. The World and the American Teacher.

Evaluation:

The international teaching center will be required to submit a yearly report of its activities which will be disseminated to students, faculty, administrators, and interested persons and agencies.

Number: 5039 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Cross-cultural and Cross-national Characteristics

Target Population: C/U

Behavioral Objectives: 1

The instructor will cooperatively plan with his students seminars and field work which includes study and/or teaching projects in various communities and cultures, foreign and domestic.

Treatment:

The instructor will aid his students in planning educational and social study and service to various communities in the United States and other countries. Such activities will take place during summers, non-resident terms, travel-study projects, weekend institutes, or a full semester or year of foreign study. The student's study and service will be channeled, as far as possible, through existing domestic and international programs and agencies. The instructor will help the student plan his study and service experiences in the detail required by a similar educational specification addressed to the pre-service target population.

Materials:

Taylor, H. The World and the American Teacher.

Evaluation:

Cumulative records will be kept for all students which will contain the detailed cooperative planning of student seminars and field work in various communities.

Number: 5033 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Characteristics

Topic: Projective Techniques

Target Population: C/U

Behavioral Objectives: 3

(1) The instructor will define the term "projective technique" as related to research studies.

(2) The instructor will describe and identify the distinguishing characteristics of the following instruments:

- a. Rorschach,
- b. Murray's Thematic Apperception Test (TAT),

c. Draw-a-Teacher Test, and
d. Cartoon Situations Test (CST).

(3) The instructor will evaluate the usefulness of these instruments for predicting teacher effectiveness.

Treatment:

In a course in psychological testing, the student (instructor) will read and familiarize himself with textbook material, test manuals, and such statements as the APA "Technical Recommendations for Psychological Tests and Diagnostic Techniques." Lectures, discussion, individual assignments in test-taking, summarizing, and reciting will contribute to understanding and recall of relevant information.

Materials:

Gage, N. L. (Ed.) *Handbook of Research on Teaching*. Buros, O. K. *Mental Measurements Yearbook (s)*.

Textbooks, examiners manuals and specimen sets of standardized tests and projective techniques.

Evaluation:

Above mentioned activities, including paper-pencil tests, will measure recall and recognition.

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RESEARCH ON TEACHER BEHAVIORS

Number: 5098 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will write a statement in which he discriminates between teacher assessment and teacher evaluation.

Treatment:

The student will read the suggested resources. There will be a class discussion stressing that assessment is involved with teaching behaviors or characteristics while evaluation is concerned with value judgments in the context of the expectations of the community.

Materials:

Ryans, D. G. "Teacher Behavior Can Be Evaluated."

Evaluation:

The student will be interviewed as part of a small group in which each student will be lead to discuss his understanding of the role of assessment and evaluation.

Number: 5099 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list various techniques used for obtaining information for assessing teacher behavior.

Treatment:

Class will view a videotaped classroom and teacher in action on a "typical" day. Class will be divided into small groups each of which will use one of the techniques mentioned in the suggested source to assess the taped teacher's behavior. The results will be compared.

Materials:

Simon, A. and Boyer, E. G. (Eds.) *Mirrors for Behavior*. Ryans, D. G. "Teacher Behavior Can Be Evaluated."
Videotape prepared by the instructor.

Evaluation:

The list will be checked by the instructor for completeness and accuracy.

Number: 5100 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list the reasons for determining information for assessing teacher behavior.

Treatment:

The class will be divided into small groups for the purpose of discussing the problems associated with assessment of teacher behavior. Each group will write a report summarizing their views. Since assessment is often closely related to evaluation and merit pay schemes, it would probably prove enlightening for them to read at least two or three articles in the professional journals on merit pay.

Materials:

Remmers, H. H. *Manual, The Purdue Rating Scale for Instruction*. Ryans, D. G. *Characteristics of Teachers*. Cosgrove, D. J. "Diagnostic Rating of Teacher Performance." Remmers, H. H. "Rating Methods in Research on Teaching."

Evaluation:

The list will be checked for completeness and accuracy.

Number: 5101 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will identify the various patterns of observable classroom teaching behaviors.

Treatment:

Students will read the suggested sections by Amidon and Flanders on the use of interaction analysis as a feedback method. Each student will select one of the categories and describe examples of behavior that would fall within that category. Following this there will be a class discussion on each of the categories.

Materials:

Amidon, E. J. and Hough, J. B. (Eds.). Interaction Analysis: Theory, Research and Application. Amidon, E. J. "Analysis Techniques and Teaching."

Evaluation:

Students will view a videotape and identify the observable teaching behavior patterns using one of the category systems.

Number: 5102 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U; Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of relevant sources of current research on teaching behavior.

Treatment:

Students will prepare for their own files a representative bibliography of research papers on teaching behavior. These articles should have been published within the past five years. Some of the entries should be annotated. It would add to the value of the bibliography if the entries are grouped according to the type of research or the type of behavior researched.

Materials:

Gage, N. L. (Ed.). Handbook of Research on Teaching. Education Index. International Index. Social Sciences and Humanities Index.

Evaluation:

The prepared bibliography will be checked to determine the students understanding of the objective.

Number: 5103 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate his ability to discriminate between teacher characteristics and teaching behavior.

Treatment:

After students have had an opportunity to read the suggested resource materials, they will be given a list of items of both teacher characteristics and teaching behaviors. The student will separate the two types. Following this the students will view segments of videotaped classroom observations and discuss the types of teaching behaviors shown.

Materials:

Elliott, D. N. Characteristics and Relationships of Various Criteria of College and University Teaching. McGee, H. M. "Measurement of Authoritarianism and Its Relation to Teachers' Classroom Behavior." Ryans, D. G. "Teacher Behavior Can Be Evaluated."
Videotape prepared by the instructor.

Evaluation:

The paper will be checked for correctness of discriminations and clarity of presentation.

Number: 5104 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge and understanding of the distinction between the affective dimension of teaching and the cognitive dimension of teaching.

Treatment:

After the students have read the sources below, there will be a class discussion of relationship between some representative affective and cognitive components.

Materials:

Krathwohl, D.; Bloom, B.; and Maccia, E. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. Bloom, B., *et al*. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*.

Evaluation:

Instructor will meet with students in small groups in which they will be encouraged to discuss the relationships between the affective and cognitive dimensions of teaching.

Number: 5105 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will relate the findings of two or three researchers in the area of the affective dimension of teaching to expected and desired positive outcomes.

Treatment:

The student will read the reports of at least five major research projects in the area of the affective dimension of teaching. He will summarize the significant findings of each report. From these he will select two or three and relate their findings to expected and desired outcomes of teaching.

Materials:

Krathwohl, D., *et.al.*, *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. *Education Index*. *International Index*. *Social Sciences and Humanities Index*.

Evaluation:

The student will write a short paper showing the relationships called for in the objective. The instructor will check the paper to see if the student has correctly met the requirement.

Number: 5106 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will relate the findings of two or three researchers in the area of the cognitive dimension of teaching to expected and desired positive outcomes.

Treatment:

The student will read the reports of at least five major research projects in the area of the cognitive dimension of teaching. He will summarize the significant findings of each report. From these he will select two or three and relate their findings to expected and desired outcomes of teaching.

Materials:

Bloom, B., et al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. Education Index. International Index. Social Sciences and Humanities Index.

Evaluation:

The student will write a paper drawing the relationships requested in the objective. The instructor will check the paper to see if the student exhibits the desired understanding of the relationships.

Number: 5107 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe:
  a. the model of good teaching created by Marie Hughes
  b. the Responsive-Directive-Scale system of classification of teaching behavior devised by G. L. Miller
  c. Ryans' analysis of teaching behavior and list the conditions which contribute to teaching behavior and the components of each.

Treatment:

There will be class discussion of each of the assessment, classification, and evaluation schemes mentioned in the source materials. Attention will be given to the benefits and dangers of each of the systems. Students will each devise and describe an original teacher-behavior assessment and evaluation system and write a paper defending it.

Materials:

Medley, D. M. "Measuring Classroom Behavior By Systematic Observation." Openshaw, M. K. "Research in Teaching." Ryans, D. G. "Teacher Behavior Can Be Evaluated."

Evaluation:

The instructor will compare the model devised by the student with attention paid to those points of originality or organization which seem to indicate a grasp of the problems of valid evaluation and assessment.

Number: 5108 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate that he is able to discriminate between the following groups of terms:

a.	b.
integrative	dominative
democratic	authoritarian
inclusive	preclusive
student-centered	teacher-centered
indirect	direct

Treatment:

The student will write a short paper showing how the terms in part (a) are related and how the terms in part (b) are related. Then he will write a paper discriminating between the two lists and show examples of the type of behavior that a teacher described by each group might show under similar circumstances.

Materials:

Flanders, N. A. "Teacher Influence in the Classroom." Withall, J. and Lewis, W. W. "Social Interaction in the Classroom."

Evaluation:

The instructor will meet with the students in small groups in which he will lead them to discuss types of teacher characteristics so that he can determine the degree of their understanding of the terms.

Number: 5109 ---

Context: RESEARCH

Major Subject Area: Research in Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will identify specific areas of teaching behavior assessment that require further research.

Treatment:

The student will read the suggested materials. He will then write a paper discussing in general terms the research on teacher behavior assessment that has been done. He will use this summary as a point of departure for a discussion of additional areas of research on teacher behavior assessment.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. (Chapters 10, 11, 13, 14.)

Evaluation:

The student will demonstrate his knowledge of the areas which require further research by writing a report on the subject.

Number: 5131 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Assessment of Teacher Behavior

Target Population: Admin.

Behavioral Objectives: 1

Given the requirement to justify his ability to assess the teaching behavior of his teaching staff, the student will write an appropriate statement.

Treatment:

Prior to implementing Specification 5130, the student will have written a statement to himself outlining the reasons why he feels capable of performing the observation and why he feels it should be done. He will also list the expected benefits from such observations and all the ways in which the results of the observation will be used.

Materials:

Ryans, D.G. "Teacher Behavior Can Be Evaluated." Smith, B.O. "Teaching Conditions of Its Evaluation."

Evaluation:

The instructor will have an individual conference with each student to determine his readiness to evaluate teaching behavior.

Number: 5110 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will define the term interaction analysis.

Treatment:

The class will view a short videotaped segment of a class in which there is a good display of overt interaction. There will follow a class discussion of the different types of interaction that might have been taking place and the possible effects on students and teacher. The instructor will lead to the importance of analyzing interaction if significant improvements are to be made.

Materials:

Medley, D.M. and Mitzel, H.E. "Measuring Classroom Behavior by Systematic Observation."

Evaluation:

The student will write a one-page paper defining the term "interaction analysis."

Number: 5111 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 2

(1) The student will identify the ultimate goal of interaction analysis.
(2) The student will list three suggested positive effects of interaction analysis.

Treatment:

Students will read the suggested source material. Small groups will discuss possible outcomes of interaction analysis. Specific attention will be given to how teachers might improve their behavior by the use of interaction analysis.

Materials:

Amidon, E. J. "Analysis Techniques and Teaching." Flanders, N. A. "Teacher Influence in the Classroom."

Evaluation:

The instructor will meet with the students in small discussions groups. Each student will be encouraged to participate.

Number: 5112 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will define dependence and independence.

Treatment:

The class will view a videotape or movie in which both dependence and independence are clearly shown. A directed discussion will follow. Students will refer to the suggested source reading.

Materials:

Flanders, N. A. "Teacher Influence in the Classroom."

Evaluation:

The students will write a short paper defining the terms and giving examples of each.

Number: 5113 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate his understanding of classroom climate and describe its relevance to a study of teacher behavior using interaction analysis.

Treatment:

The class will be divided into several small groups. Each group will visit and observe an elementary classroom. Following the visit each group will discuss the climate and its effect on student behavior as they saw it.

Materials:

Flanders, N. A. "Teacher Influence in the Classroom."

Evaluation:

During the discussion portion of the activity above the instructor will note the degree of understanding evidenced by each of the students.

Number: 5114 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list three consistent and significant conclusions of the precursors of interaction analysis.

Treatment:

The student will read the suggested sources. He will relate the findings of earlier researchers in the area of teacher observations to those of more recent researchers. He will pay particular attention to points of agreement among the early research.

Materials:

Flanders, N. A. "Teacher Influence in the Classroom."

Evaluation:

The student will write a short statement showing the relationships called for in the activity.

Number: 5115 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will show knowledge of five precautions to be observed when using interaction analysis.

Treatment:

There will be a class discussion of the problems involved in using interaction analysis. The instructor will be certain to stress the ways of assuring that the interaction analysis is free from bias and as nearly valid as possible.

Materials:

Flanders, N. A. "Intent, Action, and Feedback: A Preparation for Teaching."

Evaluation:

The student will write a short statement outlining the necessary precautions in using interaction analysis.

Number: 5116 --

Context: RESEARCH

Major Subject Area: Research on Teacher Education

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will identify the factors that contribute to the elementary student's reaction to teacher influence. He will describe how various combinations of these factors might affect the elementary student's reaction.

Treatment:

The class will be divided into small groups. Each group will be responsible for developing a matrix of possible factors and the corresponding probable behaviors. Next, the class as a whole will discuss selected combinations and indicated behaviors.

Materials:

Flanders, N. A. "Teacher Influence in the Classroom."

Evaluation:

The student will write a short paper illustrating the ways in which different factors of teacher influence will be likely to affect the students.

Number: 5117 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate understanding of the categories of a representative interaction analysis categorizing system and describe the basis for assignment to each.

Treatment:

Each student will select an interaction analysis categorizing system and list several types of behavior for each category. The class will view a short segment of videotaped classroom observation. Each student will code it by his own system. Next he will arrange the coding sequences by the appropriate display method.

Materials:

Amidon, E. J. and Hough J. B. (Eds.) Interaction Analysis: Theory Research and Application. Medley, D. M. and Mitzel, H. E. "Measuring Classroom Behavior by Systematic Observation."

Evaluation:

Check the accuracy of the observations and matrix the student has constructed.

Number: 5118 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will list the steps in the procedure of interaction analysis.

Treatment:

In his own words, the student will describe the process of interaction analysis from selection of the system to be used for observation through encoding, display for analysis, and selection of treatment.

Materials:

Amidon, E. J. and Hough, J. B. (Eds.) Interaction Analysis: Theory, Research and Application. Medley, D. M. and Mitzel, H. E. "Measuring Classroom Behavior by Systematic Observation."

Evaluation:

Check the student's paper for accuracy and completeness.

Number: 5119 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Using a representative interaction analysis categorizing system, the student will perform interaction analysis when observing classroom interaction and extracting and interpreting desired information.

Treatment:

The class will view a 30-minute videotape of a class and code the interaction by a representative categorizing system. Each student will display and analyze the results of his coding.

Materials:

Flanders, N. A. "Intent, Action, and Feedback: A Preparation for Teaching."
Videotape of teacher and class.

Evaluation:

Check the student's analysis and interpretation for accuracy and completeness.

Number: 5120 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

Using a recorded tape or a similar device the student will perform an interaction analysis of his own teaching behavior and modify his behavior as necessary to meet predetermined objectives.

Treatment:

There will be a class discussion of steps that a teacher can take to modify teaching behavior on the basis of representative teaching patterns that might be shown by interaction analysis. Next the student will listen to an audio or video tape of his own teaching and code it by a selected categorizing system. He will then prepare the display of his coding, analyze it for teaching patterns, and discuss the results with the instructor.

Materials:

Amidon, E. J. and Hough, J. B. (Eds.) Interaction Analysis: Theory, Research and Application. Medley, D. M. and Mitzel, H. E. "Measuring Classroom Behavior by Systematic Observation."
Videotape of teacher and class.

Evaluation:

The student's observations and analysis will be checked for accuracy.

Number: 5121 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Pre-S., Elem., In-S., C/U

Behavioral Objectives: 1

The student will familiarize himself with information on current research in interaction analysis.

Treatment:

The student will prepare a bibliography of materials on interaction analysis. At least a major portion of the entries will be annotated.

Materials:

Amidon, E. and Hough J. (Eds.) Interaction Analysis: Theory Research and Application. Gage, N. L. (Ed.) Handbook of Research on Teaching. Education Index. International Index. Social Sciences and Humanities Index.

Evaluation:

The bibliography will be scanned for accuracy and relevance.

Number: 5126 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: In-S

Behavioral Objectives: 1

The student will assist the intern and other teachers in interaction analysis and the modification of behavior based on the results of the analysis.

Treatment:

The student will meet with his peers and review the basic concepts of interaction analysis. He will practice with audio tapes and compare his results with that of his peers. He will prepare an audio tape of the intern's teaching behavior, code it, and discuss the results and recommendations with the intern.

Materials:

Amidon, E. J. and Hough, J. B. (Eds.) Interaction Analysis: Theory, Research and Application. Medley, D. M. and Mitzel, H. E. "Measuring Classroom Behavior by Systematic Observation." Remmers, H. H. "Rating Methods in Research on Teaching."

Evaluation:

After making recommendations for changes in teaching behavior for the interns and peers, a new observation will be made and coded to check for improvements.

Number: 5127 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: In-S.

Behavioral Objectives: 1

Given a method of evaluating teaching behavior, the student will apply the method and evaluate:

a. his own behavior
b. the behavior of the intern
c. the behavior of other teachers.

Treatment:

The student will select a method of interaction analysis and use it to observe and evaluate his intern's and his own teaching. He will discuss the results with his intern and together they will arrive at suggested changes in behavior.

Materials:

Anderson, C. C. and Hunka, S. M. "Teacher Evaluation: Some Problems and a Proposal." Remmers, H. H. "Rating Methods on Research in Teaching." Ryans, D. G. "Teacher Behavior Can Be Evaluated." Simon, A. and Boyer, E. G. Mirrors for Behavior.

Evaluation:

The change in behavior will be measured and discussed.

Number: 5130 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Interaction Analysis

Target Population: Admin.

Behavioral Objectives: 1

The student will observe and assess the teaching behavior of the individuals in his school building using various systems.

Treatment:

The student will become thoroughly familiar with various methods of interaction analysis. He will select one which seems most appropriate. He will then schedule a visit with the teacher(s) to be observed and explain his reasons for the observation. Together they will plan for one or more classroom observations during which time the teaching behavior will be coded.

Materials:

Amidon, E. J. and Hough, J. B. (Eds.) Interaction Analysis: Theory, Research and Application. Medley, D. M. and Mitzel, H. E. "Measuring Classroon Behavior by Systematic Observation." Remmers, H. H. "Rating Methods in Research on Teaching." Simon, A. and Boyer, E. G. Mirrors for Behavior.

Evaluation:

The instructor will meet with each of the students in individual conferences and assess the process the student has followed.

Number: 5122 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will demonstrate an understanding of determining valid methods of evaluation of teaching behavior.

Treatment:

The class will view a film on student responses to various types of teaching behavior. The instructor will lead a discussion on the film.

Materials:

Remmers, H. H. "Rating Methods in Research on Teaching."
Film showing student responses to various types of teaching behavior.

Evaluation:

Instructor will meet with students in small discussion groups to discuss the pupil reaction.

Number: 5123 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will list two approaches to the evaluation of teaching behavior.

Treatment:

List and discuss two methods of evaluating teaching behavior. Relate the advantages and disadvantages of each.

Materials:

Ryans, D. G. "Teacher Behavior Can Be Evaluated."

Evaluation:

The student's paper will be checked to determine his understanding of the approaches used to evaluate teaching behavior.

Number: 5124 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will show his understanding of underlying research on evaluation of teaching behavior and describe why these may or may not be valid.

Treatment:

There will be a class discussion on the reasons why teaching behavior is being researched. Show why these reasons may lead to improved teaching and/or why they may lead to deterioration in the teaching process.

Materials:

Ryans, D. G. "Teacher Behavior Can Be Evaluated." Worcester, D. A. "Some Assumptions, Explicitly and Implicitly Made in the Investigations Here Summarized."

Evaluation:

The student's paper will be checked for understanding of the assumptions upon which research on evaluation of teaching behavior is based.

Number: 2125 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Pre-S., Elem., In-S., C/U, Admin.

Behavioral Objectives: 1

The student will describe various proposed methods of evaluation. He will list the inadequacies and proposed solutions for each.

Treatment:

The student will select two proposed methods of evaluating teaching behavior and discuss each. He will then design and describe a proposed method of his own, showing how it might be implemented.

Materials:

Anderson, C. C. and Hunka, S. M. "Teacher Evaluation: Some Problems and a Proposal." Wallen, N. E. and Travers, R. M. W. "Analysis and Investigation of Teaching Methods."

Evaluation:

The instructor will check the student's work for logical thinking and understanding of the objective.

Number: 5128 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teachers Behaviors

Target Population: In-S.

Behavioral Objectives: 1

Based on the evaluation of teaching behavior as described in Specification 5127, the student will modify his own behavior or make appropriate recommendations to the intern or teachers.

Treatment:

The student will prepare a display of the coding of the observation in Specification 5127. From this display he will interpret the types of teacher behaviors shown and make recommendations for improvement of his own and his intern's teaching behaviors.

Materials:

Hough, J. and Amidon, E. "Behavioral Change in Student Teachers." Ishler, R. E. "An Experimental Study Using Withall's Social-Emotional Climate Index to Determine the Effectiveness of Feedback as a Means of Changing Student Teachers' Verbal Behavior." Zahn, R. D. "The Use of Interaction Analysis in Supervising Student Teachers."

Evaluation:

The student will demonstrate his ability to interpret the code and modify his behavior and suggest modification of the intern's behavior.

Number: 5129 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: In-S.

Behavioral Objectives: 1

The student will devise and use his own system for analyzing and improving classroom behavior.

Treatment:

The student will prepare a list of characteristics or behaviors which he wishes to observe. He will then devise a system for coding these events or characteristics and test it in direct observation.

Materials:

Medley, D. M. and Mitzel, H. E. "Measuring Classroom Behavior by Systematic Observation." Remmers, H. H. "Rating Methods in Research on Teaching."

Evaluation:

The list of behaviors will be checked for relevancy. The coding system will be evaluated in terms of reliability and validity.

Number: 5132 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Admin.

Behavioral Objectives: 1

The student will participate in the evaluation of the teaching behavior of teachers within the school system.

Treatment:

The student will meet with other administrators in his system and discuss why the assessment and evaluation should or should not be performed. If it is decided that assessment and evaluation should be performed, a method will be selected and explained. Appropriate notices will be sent to all teachers who will be participating.

Materials:

Barr, A. S. (Ed.) The Measurement and Prediction of Teacher Effectiveness. A Report of the Second Pi Lambda Theta Catena, Evaluation of Teaching.

Evaluation:

The student will demonstrate his ability to select an instrument to use in evaluating teacher behavior. He will also demonstrate how this procedure would be implemented with his staff.

Number: 5133 --

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Admin.

Behavioral Objectives: 1

The student will demonstrate his knowledge of the applications of the results of the evaluation of teaching behavior.

Treatment:

The student will hold a conference with each participating teacher before and after the observation. The results of the observation will be discussed and a joint recommendation for changes will be made. The teacher will be assisted in implementing the changes he wishes to make.

Materials:

Amidon, E. J. and Hough, J. B. (Eds.) Interaction Analysis: Theory, Research and Application.

Evaluation:

The instructor will meet individually with each student and discuss the results of the observations and appropriate applications.

Number: 5134 ---

Context: RESEARCH

Major Subject Area: Research on Teacher Behaviors

Topic: Evaluation of Teacher Behavior

Target Population: Admin.

Behavioral Objectives: 1

Treatment:

The results of the observation and the recommendations will become a part of the teacher's personnel file. All reasonable efforts will be made to use results to the teacher's advantage through assistance in improving his performance where indicated.

Materials:

Flanders, N. A. "Teacher Influence in the Classroom." Ryans, D. G. "Teacher Behavior Can Be Evaluated."

Evaluation:

The student will demonstrate his ability to utilize the data on teacher behavior in making administrative decisions.

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MEDIA AND INNOVATIONS IN TEACHER EDUCATION

Number: 5135 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will learn that empirical research on this application of new media in teacher training is a recent development and lacks sufficient cross-validation of results.

Treatment:

The student will review the literature in the Journal of Educational Research pertaining to new media in teaching and write a summary of the research for the preceding five years.

Materials:

The Journal of Educational Research.

Evaluation:

The summaries will be evaluated by reading the reports. Points to be noted will be (1) completeness of review, (2) conclusions drawn by the student as to validity of new media presentations.

Number: 5136 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will become aware of the fact that research in the observation of classroom behavior includes determining the effectiveness of new media.

Treatment:

The student will attempt to analyze a classroom behavior sequence using three modes of observation:

(1) a typescript of the situation
(2) an audio recording
(3) a video recording.

Materials:

A typescript, audio recording and video recording of a typical classroom behavioral sequence which have been prepared for this purpose by the instructor.

Evaluation:

Evaluation will be carried out by discussing with the students the effectiveness of written, verbal and visual presentations of behavior sequences.

Number: 5137 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify that the two major forms of instructional media used as observational devices in teacher training are TV presentations and filmed presentations.

Treatment:

The students will view a filmed and a taped presentation of classroom behavioral sequence and the advantages of these will be pointed out by the instructor.

Materials:

Filmed and taped presentation of a classroom behavioral sequence prepared by the instructor for this purpose.

Evaluation:

The students will list the forms of classroom observation giving the advantages and disadvantages.

Number: 5138 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will learn that programed instruction provides more time for observation of classroom behavior by freeing the teacher from certain tasks.

Treatment:

The student will observe a filmed sequence of a classroom in which programed instruction is being utilized while the instructor points out the major advantages of time utilization by the teacher.

Materials:

A prepared sequence of film on programed instruction with focus on the teacher's behavior.

Evaluation:

The students will discuss the major advantages of the time utilization aspects of programed instruction.

Number: 5139 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify that the most common objection to the use of observation in teacher training is the passive role played by the teacher education student.

(2) The student will identify that in TV or filmed media presentations of classroom activities, teacher education students are exposed to classroom observation and in certain presentations are required to actively respond and participate.

Treatment:

The students will view and respond orally to prepared films dealing with common classroom problems.

Materials:

Selected films from Critical Moments in Teaching.

Evaluation:

Evaluation will be carried by the instructor asking why the students prefer this type of presentation as opposed to simple observation.

Number: 5140 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the task of determining the effectiveness of substituting TV and filmed presentations for direct classroom observations, the student will include the following components in his hypothesis:

a. geographic area no longer restricts the types of classroom situations
b. classroom observations can correspond to course syllabus
c. the number of lesson planning sessions can be reduced and planning refined
d. a common classroom setting can be presented to all teacher education students
e. a single presentation can contain lesson segments taught by a number of different teachers for comparison of instructional techniques
f. acting as moderator, the professor can direct the observing responses of the teacher education students
g. the teacher education student's field of vision can be focused on relevant aspects of the classroom situation.

Treatment:

The student will read a discussion of possiblities for the above in Teacher Education and the New Media.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The student will list the advantages of TV presentations as opposed to live observations.

Number: 5141 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify research conclusions on the effectiveness of substituting TV and filmed presentations for direct classroom observations.

(2) The student will identify the major contributors to research on the use of TV or filmed media for classroom observation.

Treatment:

The student will read a summary of the research evidence on the role of new media in teacher education.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The students will list the major conclusions and ten researchers in the area of new media and teacher education.

Number: 5152 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: In-S.

Behavioral Objectives: 1

Given a list of available filmed presentations of classroom activities and a list of teaching tasks to be assigned to interns, the student will:

a. select a task and a film appropriate to the task
b. show the film to peer students in the role of interns
c. direct the intern's observing responses during the film
d. administer to the interns a post-test on observation relative to the tasks.

Treatment:

After selecting a task from a list of teaching tasks, the in-service teacher will preview and select from a library of prepared films the one most illustrative of the skills necessary to the performance of the teaching task. The in-service teacher will then organize the interns into small groups and show the film after describing the nature of the task and the points to be observed. During the viewing of the film, the in-service teacher will point out the pertinent aspects of the filmed presentation and at the end of the film will review those same aspects.

Materials:

It is suggested that materials similar to those used by Orme, M. E. J.; McDonald, F. J.; and Allen, D. S., and reported in Effects of Modeling and Feedback Variables on the Acquisition of a Complex Teaching Skill, be used as a possible starting point.

A prepared list of teaching tasks and films jointly derived and prepared by the in-service teacher and college supervisor of interns.

Evaluation:

Evaluation will be conducted by the in-service teacher's demonstration of the ability to perform the steps.

Number: 5153 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: In-S.

Behavioral Objectives: 1

Given a list of available films which contain teaching problems, the student will:

- a. select and observe a film
- b. detect, diagnose, and resolve teaching problems
- c. show the film to peer students in the role of interns
- d. direct the interns in detecting, diagnosing, and resolving teaching problems
- e. administer an appropriate post-test to the interns.

Treatment:

The in-service teacher will select one film from a catalogue of films, view the film, detect, diagnose, and resolve the teaching problem with the aid of a prepared guide. The student will organize the interns into small groups, prepare them for viewing of the film and show the sequence to the interns. The in-service teacher will then ask the interns to propose a written solution to the teaching problem.

Materials:

Films and film guides from Critical Moments in Teaching.

Evaluation:

The in-service teacher will demonstrate his ability by being able to perform the steps above.

Number: 5154 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: Admin.

Behavioral Objectives: 1

From a film of classroom activities and research results of media gain over corresponding conventional classroom observation, taking into account cost figures relating to both presentations, the student will:

a. make a cost analysis of renting, buying, or producing the film
b. make a cost analysis of factors involved in locating an existing classroom appropriate to observation of the teaching situation
c. decide which presentation to use, based on balancing educational cost and payoff.

Treatment:

The student will secure from available film catalogues the purchase and rental cost, and an estimate of production cost from the Director of Instructional Materials for a particular film of classroom activities. He will determine the availability of classrooms appropriate for the observation of the same classroom activities, distances to be traveled, the number of students to be transported, the cost of transportation and the time involved in transportation and observing and time released from regular class activities for travel and observation time--the student will then make a decision as to which presentation to use considering the cost factors and educational outcomes.

Materials:

Catalogues from film libraries, cost estimates from Director of Instructional materials or AV services. Cost figures for transportation to appropriate classrooms for "live" observations based on mileage and number of students to participate and figures of released class time for students and instructors.

Evaluation:

Ability to make appropriate decisions based on the factors of cost and educational outcomes.

Number: 5156 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing more Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will identify that research in teacher education includes research in the use of media to:

- a. provide more efficient observation of classroom behavior
- b. provide more efficient self-instruction and supervised practice experiences.
- c. provide a direct means of presenting teacher education courses
- d. develop in the teaching and learning processes.

(2) The instructor will identify that empirical research on the application of new media is a recent development and generally lacks sufficient cross-validation of results.

Treatment:

The instructor will read and familiarize himself with a summary of the research results on the use of new media in teacher education.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The instructor will take part in group discussion and planning conferences for the use of new media in teacher education.

Number: 5157 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will learn that the major forms of instructional media used as observational devices in teacher training are TV presentations and filmed presentations.

Treatment:

The instructional personnel will participate in a workshop conducted by media specialists in which TV and filmed presentations are used for purposes of demonstrating observational techniques of classroom behavior. He will view highly structured filmed presentations and locally produced TV presentations designed for specific purposes. The media specialist will point out the advantages of sight and sound reproduction as the presentations are being viewed and contrasting the points of focus of each.

Materials:

Selected films such as Marked for Failure and locally produced TV tapes of classroom sequences.

Evaluation:

The instructor will participate in discussions considering the advantages and disadvantages of various techniques of classroom observation.

Number: 5158 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will become aware that research in the observation of classroom behavior includes determining the effectiveness of new media.

Treatment:

The instructional personnel will participate in a workshop conducted by media specialists in which the effectiveness of new media for observational purposes are stressed. He will view various media presentations of classroom observations to include films and TV tapes. The instructional staff will then be divided into small groups to view and discuss observations of specific content observations (i.e. Language Arts, Science, etc.). The instructional staff will review with the media specialist the current status of media research for observational purposes.

Materials:

Prepared films and videotapes of classroom behavior sequences secured from local production or tape and film libraries.

Evaluation:

The instructional staff member will prepare a proposal to determine the effective utilization of observational techniques in the content area of his specialization.

Number: 5159 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the use of instructional media to observe classroom behaviors and to prepare:

a. behavioral analyses
b. behavior ratings.

Treatment:

The instructor will participate in a workshop conducted by media specialists in which the use of instructional media for preparing behavioral analysis and behavior ratings is demonstrated. The instructor will participate in the preparation of a behavioral analysis and behavior ratings in a training session.

Materials:

Instructional media materials and behavioral analysis and rating materials as described by Medley, D. M. "The Language of Teacher Behavior: Communicating the Results of Structured Observations to Teachers."

Evaluation:

The instructor will participate in post-training discussion groups in which the use of instructional media for behavioral analysis and behavior ratings are the topic of discussion.

Number: 5160 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the use of instructional media for structured observations of classroom behaviors.

Treatment:

The instructor will read a description of the use of instructional media for structured observations of classroom behaviors.

Materials:

Medley, D. M. "The Language of Teacher Behavior: Communicating the Results of Structured Observations to Teachers."

Evaluation:

Evaluation will be carried out by small group discussions.

Number: 5161 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will list five components included in the hypothesis that TV and filmed presentations are more effective observational techniques than direct classroom observations.

Treatment:

The instructor will read and familiarize himself with a summary of the research concerning TV and filmed presentations of classroom observations, and prepare a written proposal for two classroom situations and will list the five components in the hypothesis listed above.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The written proposal will be reviewed to determine if the five components in the hypothesis are listed.

Number: 5162 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the rationale behind the research in utilizing media for classroom observation.

Treatment:

The instructor will read and familiarize himself with a summary of the research concerning TV and filmed presentations of classroom behaviors and will prepare a written proposal for two classroom situations which will include a statement of the rationale behind the research in utilizing media for classroom observation.

Materials:

Schueler, H. and Lesser, G. *Teacher Education and the New Media*. Fulton, W. R. "Observation of Teaching: Direct Versus Vicarious Experiences," *Journal of Teacher Education*.

Evaluation:

The written proposals will be reviewed to determine if the rationale specified in the above objective is included.

Number: 5163 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major contributors to the research on the use of instructional media for classroom observation and identify the findings of each.

Treatment:

The instructor will read and familiarize himself with a summary of the research concerning TV and filmed presentations of classroom observations and will prepare a written proposal to include a list of the major contributors to the research and the findings of each.

Materials:

Schueler, H. and Lesser, G. *Teacher Education and the New Media*.

Evaluation:

The written proposals will be reviewed to determine if the major contributors and the findings of each are included.

Number: 5164 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Observation of Classroom Behavior

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe two classroom teaching situations in his area of specialization in which a TV presentation or a filmed presentation may be used as an observational technique. He will identify a preferred technique for each situation and justify his decision.

Treatment:

The instructor will select two classroom teaching situations in his area of specialization, describe them and prepare a written proposal for preparing either a filmed or TV presentation as an observational technique. The proposal will include the five components in the hypothesis that TV or filmed presentations are more effective observational techniques than direct observation, a review of the research, the rationale behind the research, the major contributors of research and the findings of each, and a statement of support for his selection of either filmed or TV presentations based on the nature of the selected situations, empirical research, and rationale.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The written proposals will be evaluated to determine if the elements above are included and if the decision is justified.

Number: 5142 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) Given the instruction to select two techniques that provide individualized instruction for teacher education students, the student will

select the following:

a. self-instructional techniques, and
b. individualized supervision.

(2) Given the instruction to list particular media researched to determine their effectiveness in providing more efficient self-instruction and supervised practice teaching, the student will list:

a. television
b. film
c. programed instruction
d. language laboratories.

Treatment:

The student will read the resource material on individualized instruction in teacher education and will prepare a written report on the various media used for this purpose.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media. Schueler, H.; Gold, M. J.; and Mitzel, H. The Use of Television for Improving Teacher Training and for Improving Measures of Student Teaching Performance.

Evaluation:

The students' reports will be evaluated to determine if self-instruction and individualized supervision are listed and what media devices are listed for each.

Number: 5143 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will identify the reasons for lack of adequate empirical evaluation of simulation.

(2) He will summarize the results of research on the effectiveness of motion pictures in simulated classroom settings.

Treatment:

The student will read and familiarize himself with research difficulties and findings of research on printed and filmed classroom simulation as set forth in a summary of media research and will prepare a written evaluation of the material.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media. Selected films from Critical Moments in Teaching.

Evaluation:

Evaluation of the written reports will be made to determine if the student has correctly listed the reasons for adequate evaluation and has identified the research results on effectiveness of motion picture and printed materials in classroom simulation.

Number: 5144 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will classify four examples of teaching problems pointed out in classroom simulation as: pupil confusion, inattention, distraction, and fatigue.

Treatment:

The student will view filmed episodes of classroom behavior sequences and will attempt to classify the major activities into the four categories listed above by using a prepared check-list.

Materials:

Cruikshank, D. R. "Simulation: New Direction in Teacher Education," Phi Delta Kappan.

Filmed material prepared by Kersh, B. Y., reported in Audiovisual Instruction. A check-list prepared for use with filmed materials.

Evaluation:

A review of check-list prepared by the students during a viewing of the filmed materials in a review session. Material to be reviewed until all students can correctly classify episodes.

Number: 5145 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will learn that research indicates that language laboratories may be utilized in advancing a limited number of subject matter skills in teacher education.

(2) The student will identify that certain advantages are afforded by language laboratories:

a. all students can practice aloud simultaneously yet individually,
b. differences in learning rates are accommodated,
c. consistent and authentic models of speech are provided,
d. testing of listening comprehension and speaking ability is conducted, and
e. immediate confirmation or correction of student responses can be achieved.

Treatment:

The student will read and familiarize himself with a summary of the literature pertaining to language laboratories.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Mathieu, G. "Language Laboratories," Review of Educational Research.

Evaluation:

Evaluation will be conducted by having the student respond to a series of True-False questions pertaining to the scope of application and advantages of language laboratories in teacher education.

Number: 5165 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to list particular media researched to determine their effectiveness in providing more efficient self-instruction and supervised practice teaching; the instructor will list:

a. television
b. films

c. programed instruction
d. language laboratories.

Treatment:

The instructor will read a summary of the research on media approaches to provide more efficient self-instruction and supervised practice experiences.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

A written proposal will be secured and will include a listing of the media used.

Number: 5166 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: C/U

Behavioral Objectives: 1

The instructor will identify the major contributors to research on utilizing instructional media to improve self-instructional and supervised teaching devices and identifying the findings of each.

Treatment:

The instructor will read a summary of this research on media approaches to provide more efficient self-instruction and supervised practice experiences.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

A written proposal will be secured and will include a presentation of researchers and their findings.

Number: 5167 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe four classroom situations in his area of specialization in which one or more of the four types of media listed in Specification 5166 may be used for self-instruction or supervised practice teaching. He will identify a preferred technique for each situation and justify his selection.

Treatment:

The instructor will select and describe four classroom situations in his area of specialization and prepare a written proposal for using one or more of the four types of media (TV, film, programed instruction, or language laboratories) in each situation. The proposal will include a review of the research related to the use of each type of media, the researchers and their findings and a justification for the selection of the media to be used based on the nature of the classroom situations and the relevant research.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Medley, D. M. and Mitzel, H. E. "The Scientific Study of Teacher Behavior," Theory and Research in Teaching.

Evaluation:

The written proposals will be evaluated to determine if the proper elements are included.

Number: 5178 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing More Efficient Self-Instruction and Supervised Practice Experiences

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will identify problems in the intern's student-to-teacher role shift of:

a. identifying individual needs
b. relating individual needs to the many alternative methods of meeting these needs
c. lack of individualized instruction to accommodate the needs.

Treatment:

The student shall listen to a lecture detailing the problems of identifying relating and prescribing for individual needs.

Materials:

Lecture materials drawn from Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The student will select the three major problems in role shift from a list of ten problems.

Number: 5146 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing a Direct Means of Presenting Teacher Education Courses

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will become aware of the fact that research indicates no significant differences between new media and conventional classroom practice as a means of presenting teacher education courses.

Treatment:

The student will read and familiarize himself with the literature concerning media and conventional classroom presentations and prepare a written summary with conclusions as to the outcomes.

Materials:

Gage, N. L. Handbook of Research on Teaching. Psychological Abstracts. Review of Educational Research. AV Communication Review. Dissertation Abstracts.

Evaluation:

The written summaries will be reviewed to determine if the student has reached the conclusion of no significant differences.

Number: 5147 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing a Direct Means of Presenting Teacher Education Courses

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will familiarize himself with media used to compare conventional and media instruction in college courses such as audiotape, film, and television.

Treatment:

The student will read and familiarize himself with the literature concerning media and conventional classroom presentation and prepare a written summary of the media used in research projects.

Materials:

Gage, N. L. (Ed.) Handbook of Research on Teaching. Psychological Abstracts. Review of Educational Research. AV Communication Review. Dissertation Abstracts.

Evaluation:

The written summaries will be reviewed to determine if the student has identified audiotape, film, and television as the most frequently used media in comparison with conventional instruction.

Number: 5168 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing a Direct Means of Presenting Teacher Education Courses

Target Population: C/U

Behavioral Objectives: 1

The instructor will define the term direct as related to a means of presenting teacher education courses.

Treatment:

The instructor will participate in group discussions held within the framework of an institutional staff workshop. The topics of direct means of presenting teacher education courses, the types of media which have been used to provide direct instruction, the major contributors of the research in this area and the findings of each will be discussed. The instructor will avail himself to a summary of the research in this area and will familiarize himself through reading and discussion with the material related to the above topics.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media. Florida State Department of Education. Media Demonstration and Workshop for Faculty Members of Teacher Education Institutions.

Evaluation:

The evaluation as to whether the objective has been met will be determined within the context of the group discussion.

Number: 5169 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing a Direct Means of Presenting Teacher Education Courses

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to identify the media used as a direct means of teaching college courses in education, the instructor will identify: audiotape, film and television.

Treatment:

The instructor will participate in group discussion held within the framework of an instructional staff workshop. The topics of direct means of presenting teacher education courses, the types of media which have been used to provide direct instruction, the major contributors of research in this area and the findings of each will be discussed. The instructor will avail himself to a summary of the research in this area and will familiarize himself through reading and discussion with the material related to the above topics.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media. Engbretsin, W. F. and Pendergraft, D. "AACTE Television and Teacher Education Activities," Television in Teacher Education.

Evaluation:

The evaluation will be carried out within the context of the group discussion.

Number: 5170 --

Context: RESEARCH

Major Subject Area: Media and Innovation in Teacher Education

Topic: Providing a Direct Means of Presenting Teacher Education Courses

Target Population: C/U

Behavioral Objectives: 1

The instructor will become familiar with the major contributors to research on the effectiveness of instructional media as a direct means of presenting teacher education courses and identify the findings of each.

Treatment:

The instructor will participate in group discussion held within the framework of an instructional staff workshop. The topics of direct means of presenting teacher education courses, the types of media which have been used to provide direct instruction, the major contributors of research in this area and the findings of each will be discussed. The instructor will avail himself to a summary of the research in this area and will familiarize himself through reading and discussion with the material related to the above topics.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Carpenter, C. R. The New Media: Implications for Future Roles of College Teachers.

Evaluation:

The evaluation will be carried out within the context of the group discussion.

Number: 5171 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing a Direct Means of Presenting Teacher Education Courses

Target Population: C/U

Behavioral Objectives: 1

The instructor will become familiar with research on the use of instructional media as a direct means of teaching in his area of specialization and describe the results of the research.

Treatment:

The instructor will participate in group discussion held within the framework of an instructional staff workshop. The topics of direct means of presenting teacher education courses, the types of media which have been used to provide direct instruction, the major contributors of research in this area and the findings of each will be discussed. The instructor will avail himself to a summary of the research in this area and will familiarize himself through reading and discussion with the material related to the above topics.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Buley, H. C. "Multi-Media for Instruction," Action for Improvement of Teacher Education.

Evaluation:

The evaluation will be carried out within the context of the group discussion.

Number: 5148 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing Better Standards of Teacher Performance

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

The student will demonstrate knowledge of the fact that research has been conducted on the use of new media to establish better standards of teacher performance.

Treatment:

The student will read a summary of the research conducted to explore the use of new media to establish better standards of teacher performance.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.

Evaluation:

The student will respond to items pertaining to the topic on a teacher-made test.

Number: 5149 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing Better Standards of Teacher Performance

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 1

Given the instruction to identify examples of teaching variables for which teacher performance measures were constructed from research in Kinescope film media, the student will include the following:

a. discipline and order
b. classroom atmosphere
c. teacher personality
d. pedagogical factors

(lesson planning, content organization, and creative approaches to the teaching assignment).

Treatment:

The student will read research materials concerning media and teacher performance variables.

Materials:

Schueler, H.; Gold, M. J.; and Mitzel, H. E. The Uses of Television for Improving Teacher Training and for Improving Measures of Student-Teaching Performance. Schueler, H. and Gold, M. J. "Video Recordings of Student Teachers," Journal of Teacher Education.

Evaluation:

The student will respond to multiple-choice items listing the four variables to be identified which will be included in a teacher-made test.

Number: 5155 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing Better Standards of Teacher Performance

Target Population: Admin.

Behavioral Objectives: 1

Given the problem of preparing a staff of two teachers for a particular task and information on several seemingly appropriate programed instruction texts, information on a two-week workshop at a university 30 miles away, the student will decide on a course of action and submit a rationale which includes adequacy of preparation, cost, and time factors.

Treatment:

The student will familiarize himself with the cost of securing the programed texts, the tuition cost of the workshop, transportation and/or lodging cost, material cost for the two teachers plus salary and released time considerations; and the student will prepare a written proposal for the training of the two teachers considering the above factors.

Materials:

Information on programed texts, tuition cost, transportation and/or lodging cost, released time and salary consideration for two teachers.

Evaluation:

The written proposal will be evaluated for appropriate considerations and analysis of the above factors including a rationale as to why the particular course of action was selected.

Number: 5172 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing Better Standards of Teacher Performance

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will familiarize himself with the major contributors to media research used in establishing better and more accepted standards of teacher performance.
(2) The instructor will become familiar with the findings of the major research studies in the area of improving standards of teacher performance.

Treatment:

The instructor will read a summary of the research in the area of establishing better and more accepted standards of teacher performance through the use of instructional media.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Gage, N. L. (Ed.) Handbook of Research on Teaching.

Evaluation:

Determination of whether the objective has been reached will be accomplished in small group discussions.

Number: 5173 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing Better Standards of Teacher Performance

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to identify four examples of the 35 teaching variables for which teacher performance measures were constructed from research in Kinescope film media, the instructor will include the following:

a. class atmosphere
b. teacher personality factors
c. discipline and order
d. pedagogical factors

(lesson planning, content organization and creative approaches to the teaching assignment).

Treatment:

The instructor will read and familiarize himself with the research report of Schueler, Gold and Mitzel.

Materials:

Schueler, H.; Gold, M. J.; and Mitzel H. E. *The Use of Television for Improving Teacher Training and for Improving Measures of Student Teaching Performance*.

Evaluation:

Determination of whether the objective has been reached will be determined within this context of small group discussion.

Number: 5174 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Providing Better Standards of Teacher Performance

Target Population: C/U

Behavioral Objectives: 1

The instructor will describe the relationship of the following to the improvement of standards of teacher performance:

a. the clinical professor of education
b. the master teacher.

Treatment:

The instructor will read reports of the research on the relationship of the clinical professor and the master teacher to the improvement of standards of teacher performance and will participate in group discussions concerning this topic.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media. Conant, J. B. The Education of American Teachers.

Evaluation:

Determination of the success of reading the objective will be made within the context of the group discussion.

Number: 5150 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Conducting Basic Research into Teaching and Learning Processes

Target Population: Pre-S., Elem., In-S., Admin.

Behavioral Objectives: 2

(1) The student will become familiar with examples of elements of the instruction process on which research has been conducted.
(2) The student will become familiar with the major contributors to media research on elements of instruction.

Treatment:

The student will read and familiarize himself with research reports noting the elements and contributors of research in this area.

Materials:

Lumsdaine, A. A. "Educational Technology, Programmed Instruction, and Instructional Science," Theories of Learning and Instruction. Lumsdaine, A. A. "Instruments and Media of Instruction," Handbook of Research on Teaching.

Evaluation:

The student will respond to a matching item on a teacher-made test which lists the elements of instruction and the researchers concerning themselves with these elements.

Number: 5151 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Conducting Basic Research into Teaching and Learning Processes

Target Population: Pre-S., Elem., In-S., Admin.

Behavior Objectives: 1

The student will identify that a careful analysis of basic principles of effective teaching and learning was derived from the use of communication media.

Treatment:

The student will read a research review dealing with the objective.

Materials:

Miller, N. E. "Principles of Learning by Televised Instruction," College Teaching by Television.

Evaluation:

The student will respond to multiple-choice items on a teacher-made test concerning the objective.

Number: 5175 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Conducting Basic Research into Teaching and Learning Processes

Target Population: C/U

Behavioral Objectives: 2

(1) The instructor will list examples of the elements of the instruction process on which research has been done.
(2) The instructor will list the major contributors to media research on elements of instruction.

Treatment:

The instructor will read and familiarize himself with research reports on the use of media to study the elements of the instructional process. He will participate in discussion and planning groups for media research.

Materials:

Lumsdaine, A. A. "Educational Technology, Programmed Learning and Instructional Science," Theories of Learning and Instruction. Lumsdaine, A. A. "Instruments and Media of Instruction," Handbook of Research on Teaching.

Evaluation:

Evaluation will take place within the framework of discussion and planning groups.

Number: 5176 ---

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Conducting Basic Research into Teaching and Learning Processes

Target Population: C/U

Behavioral Objectives: 1

Given the instruction to justify to the administrator of his college a research project involving the use of instructional media in his area of specialization, the instructor will select a topic and prepare a statement.

Treatment:

The instructor will select a topic in his area of specialization and prepare a written proposal for research. The proposal shall include:
(1) a statement of the need for the study
(2) a statement of the theoretical rationale behind the proposed study
(3) a review of the relevant research
(4) a statement of the research design to include a description of subjects and treatment variables
(5) the method of analyzing and reporting the results and a budget estimate of the project.

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media. Cost figures secured from the Director of Instruction Services. Cost figures and released time considerations.

Evaluation:

The proposal will be evaluated to determine if the above listed points are included and as to the soundness of the research design and analysis procedures.

Number: 5177 --

Context: RESEARCH

Major Subject Area: Media and Innovations in Teacher Education

Topic: Conducting Basic Research into Teaching and Learning Processes

Target Population: C/U

Behavioral Objectives: 1

The administrator will demonstrate knowledge of the factors to be considered in acting on a request for permission to conduct a research project in his institution.

Treatment:

The administrator will familiarize himself with the current research findings of the effectiveness of media approach. In acting on a proposal, he will consider the following:

(1) the need for the research study
(2) the rationale behind the proposed research project
(3) the soundness of the research design
(4) the cost factors and sources of funding
(5) the educational "pay off."

Materials:

Schueler, H. and Lesser, G. Teacher Education and the New Media.
Hilgard, E. R. (Ed.) Theories of Learning and Instruction.
Cost figures for project.

Evaluation:

Evaluation will be made by considering the guidelines set forth by the administrative personnel concerning research proposals and their processing.

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